FATHERHOOD EDUCATION IN THE WORKPLACE

By

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Dedicated to

Dinah and Karla

whose love and support

and family interactions

guided my interest

in this work

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The purpose of this study was to provide fatherhood
education workshops at the workplace in order to study the
effects of fathers' participation in parenting education.
This study measured change in fathers' attitudes and beliefs
in regards to (a) childrearing and (b) father role opinions.
This study also assessed (a) the workplace and instructional
arrangements for fatherhood education, (b) fathers' initial
expectations for involvement in fatherhood education, (c) the
degree that fathers' expectations for involvement in parenting
education were met, (d) the degree that fathers perceived
workshops at the workplace to be useful, and (e) fathers'
evaluation of selected Footsteps films.

Twenty-eight fathers who were employees or male
spouses of employees from North Florida Regional Hospital
volunteered for this program. Only the data for the 27

subjects who completed the posttest were analyzed. Experimental subjects were involved in a group discussion of parenting issues and problems. Selected _Footsteps_ films were used as the stimulus presentations prior to the group discussion.

The analysis of covariance was used to test the major hypotheses that (1) there will be no effect on fathers' childrearing attitudes and beliefs as a result of participation in fatherhood education and (2) there will be no effect on fathers' role opinions as a result of participation in fatherhood education. Childrearing attitudes and beliefs were measured by Schaefer and Edgerton's Childrearing and Education Instrument. Fathers' role opinions were measured by Eversoll's Father Role Opinionnaire (EFRO). Both hypotheses were rejected at a significance level of .05. A significant difference between the experimental group (n = 13) and the control group (n = 14) was found on both the childrearing attitude and father role opinion measures. The results indicated that the fatherhood education program positively affected the experimental subjects' scores on the instruments mentioned above.

The _Footsteps_ films and the merits of the workplace for fatherhood education were favorably evaluated by the subjects in the experimenal group. Implications were discussed and suggestions made for future investigations of father-only parent education programs.

CHAPTER I
INTRODUCTION

For the past two decades, parent education has been subjected to critical, evaluative scrutiny in its various aspects (Auerbach, 1968). The most recent aspect of parent education to fall under such scrutiny has been in the area of fatherhood: education for fathers. While maternal influence on child development and maternal childrearing attitudes have been studied extensively (Stevens and Mathews, 1978), the 1970s have provided empirical investigations focusing on fathers' influences on child development and childrearing. The interest in this area, in part, is due to a radical departure from traditional views of parenting. Ritner (1981) proposes that one day, if the society finally recognizes the value of two active, equal parents and socializes both males and females toward competent, fulfilling involvement in parenting, then fathers may indeed be prepared and willing to engage in active fathering. In contrast to the traditional view, that the father's role is predominantly that of providing economic resources and the mother's role is predominantly that of childrearing, both fathers and mothers are necessary for the nurturance of their children.

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The father's role in childrearing and child development has become a major issue during the last decade. The importance of fathers in child development has been addressed in several areas: sex role development (Biller, 1969, 1981b; Santrock, 1970), achievement and intellectual development (Blanchard and Biller, 1971; Epstein and Radin, 1975; Radin, 1981), social psychological development (Biller and Meredith, 1975; Lewis, Feiring, and Weinraub, 1981), and father absence (Hetherington, 1966, 1972, 1973; Hetherington and Deur, 1972; Biller, 1981a). Darabi (1978) reviewed recent literature on the father's role. She pointed out that "a comprehensive review of the literature regarding father and his influence on development suggests a general pattern which posits the necessity for fathers to get involved in the education of their children" (1978, p. 14).

Ritner (1981) raised the issue of equality and fairness between men and women in paid employment and parenting. He explained that "in previous research and writing on fathering, authors have either concealed their positive valuation of the active involvement of fathers in parenting activities traditionally assumed by women or remained vague in their moral arguments for this involvement of fathers" (1981, p. 1194).

Proponents of active involvement of fathers have begun to develop parenting programs to facilitate fathering.

These programs included a laboratory approach to parent education (Charnley and Myer, 1977), fathering skills program for playing games with infants (Zelazo, Kotelchuck, Barber, and David, 1977), counseling programs for expectant fathers (Gearing, 1978), fathering classes: a psycho/educational model (Resnick, Resnick, Packer, and Wilson, 1978), the father role of ministers (Scott, 1978), prepared childbirth programs with fathers-to-be (Barnhill, Rubenstein, and Rocklin, 1979), fathers' involvement with newborns (Parke, Hymel, Power, and Tinsley, 1980; Dickie and Gerber, 1980; Delaney, 1980), and systematic skills training for fathers (Doyle, 1982). The majority of the parent education programs for fathers reported in this study emphasized the new fathers and the prenatal and neonatal periods.

Program development in the area of parenting for fathers provides a variety of ideas and settings that may be useful for further development of parent education for fathers. Generally, parent education programs included mothers only or fathers and mothers. Contemporary approaches to parent education such as Preparation for Childbirth (Ewy and Ewy, 1970), Systematic Training for Effective Parenting (Dinkmeyer and Dinkmeyer, 1979), and Gordon's Parent Effectiveness Training (Gordon, 1975) have demonstrated some success in getting participation from fathers and mothers. These programs, however, have usually served many more women than men (Dickie and Gerber, 1980).

An innovation which places program development in closer contact with fathers is reported in <u>New Management Initiatives for Working Parents</u> and Wheelock College's Noontime Seminars at the Workplace (Baden and Friedman, 1981). The Noontime Seminars focus on the needs of working parents. The motivation for this program appears to be based on the large number of women returning to work. It is suggested, however, that more should be done to work with and improve fathers' participation in parent education and parenting (Clarke-Stewart, 1977). In fact, "parent education programs should be improved and made available to all parents and prospective parents who want them" (Clarke-Stewart, 1972, p. 105). This researcher ascribes to the following curriculum assumptions about parent learning and parent education that are taken from the work of Abidin and Carter (1980):

1. Parents want to learn how to do the best they can in their role of parent.
2. People who find themselves as parents often do not have the necessary parenting skills and must either learn them by trial and error or in some educational program.
3. The parenting role includes expectations, attitudes, behaviors, and problem-solving strategies, all of which must be considered in any parent education program.
4. Parents learn best what they are most interested in.
5. The parent group must provide the parents with the opportunity to integrate their new learning into their own style.
6. Parents can and do learn from each other. (pp. 109-110)

Statement of the Problem

The problem that this study addressed was the effects of fathers' participation in parenting workshops at the workplace. The variable expected to be effected was fathers' attitudes and beliefs in regard to (a) childrearing and (b) fathers' role opinions. Fathers' expectations and met expectations for involvement in parent education were evaluated. In addition, this study attempted to assess the workplace and instructional arrangements for fatherhood education. Questions to be considered are

1. What are the effects of fathers' participation in parenting workshops on fathers' childrearing attitudes and beliefs?

2. What are the effects of fathers' participation in parenting workshops on fathers' role opinions?

3. What do fathers expect to gain from parenting education?

4. Did the parenting workshops meet the parenting education expectations of fathers?

5. How did fathers in the experimental group evaluate the usefulness of the fatherhood enrichment program?

<u>Rationale</u>

Fatherhood education has evolved through three stages in the past two decades. In the first stage, researchers established the importance of fathers in the young child's development. Programs to reinforce fathers' involvement in the family and child development was the second stage. Fatherhood education is the third stage in the process of preparing fathers for their childrearing role in the family.

Family life is becoming a concern for labor organizations and this concern provides new opportunities for working parents, especially fathers. Bronfenbrenner (1979) explained that the quality of life in the next generation will be determined in two places which are outside the home: the neighborhood and the workplace. According to McCroskey (1982), "employers can sponsor seminars about child care and other child-related parenting issues" (p. 37).

This researcher identified the workplace as an alternative to other settings previously used for parent education. He is convinced that the workplace is an institution for parent education and an adequate extension of traditional parent education models. Although related to public education, Cremin (1976), in an ecology of education, suggested that educators must think comprehensively about a variety of institutions in the process of solving the problems of society that are related to educating the masses. According to Resnick et al. (1978), new explorations must go beyond simply extending models which have been applied to

mother-child interactions and focus on fathers as a primary
target group. In the present study it was proposed that
the workplace would provide better opportunities to
(a) reach a larger number of fathers and (b) provide an
opportunity to learn more about effective program arrange-
ments for fatherhood education.

Definitions

Fatherhood education:

> A program of education which incorporates the group
> discussion model with film presentations (the
> "fatherhood education program" was sometimes inter-
> changeably used with the terms fatherhood education
> workshop and fatherhood enrichment program)

Fatherhood:

> Father's involvement in childrearing and education
> of his children

Workplace:

> Business and industry settings that provide employ-
> ment outside of the home

Parent education:

> A group-based educational program designed to help
> parents increase their competence and effectiveness
> in childrearing

Father role opinion:

> The expectations one holds for appropriate behavior for a
> person occupying the male parent role (Eversoll, 1976)

Attitude:

>An organization of interrelated beliefs that are
>focused on the parenting situation

Limitations

1. This study was limited to fathers who were employed and
   spouses of female employees at North Florida Regional
   Hospital, Gainesville, Florida, Alachua County, in
   north central Florida.

2. No measure of effect of fathers' actual behavior or
   interaction with their children was made. The gap
   between "attitude" and "behavior" is a classic criticism
   of perceptual research. This study deals mostly with
   attitudes and fathers' perceived role opinions as a part
   of a growing understanding of fatherhood education.

3. The investigator conducted the workshops. In the
   interest of mitigating research bias, the researcher
   endeavored to follow prescribed leader-role guidelines
   (discussed in Chapter III).

In summary, the problem, background and questions
that this study addressed, the rationale, definitions, and
limitations have been discussed in this chapter. In Chapter
II, a review of the literature germaine to the present study
will be presented.

CHAPTER II
REVIEW OF LITERATURE

This chapter provides an overview of the literature concerning parent education for fathers and interrelated areas impacting on the training of fathers. Initially, the socialization of fathers and father role dimensions are discussed. Following this, descriptions and findings related to fatherhood education programs are examined. Then, the literature on the workplace and its support for parents is considered. Finally, attitude changes and parent education methodologies are discussed.

Socialization of Fathers

Fatherhood is an increasingly difficult task, forcing men to function in a variety of childrearing activities and in the family role. While each parent offers something different in the nurturance of their children (Parke, 1979; Parke and Sawin, 1977), fathers are just as nurturant as mothers in caring for their children (Parke and O'Leary, 1976). According to Maxwell (1976), "For the most part, men like the role of father, feel adequate to its demands, enjoy its benefits and experience great satisfaction with its product" (1976, p. 392). Lissovoy (1976), in a companion article on "The Keeping Fathers of America,"

commented that fathers "seem diffident and undecisive, they appear threatened by competing values and they underestimate their own contribution to the family" (1976, pp. 393-394). The ideas of Maxwell (1976) and Lissovoy (1976), indicate conflict in the conclusions derived from the past ten years of research on fathering.

Fein (1978) presented a historical conceptualization such as

1. The traditional perspective denoted an aloof and distant father.
2. The modern perspective was conceived with child outcome variables of sex-role identity development, academic achievement, and moral development.
3. The emergent perspective is exploring the premise that men have the capacity to be effective nurturers of their children. (p. 122)

The 1980s represent a possible shift from the traditional perspective to the emergent perspective (Young and Hamilton, 1978; Ritner, 1981).

The Traditional Perspective

The traditional perspective socialized men away from nurturing activities with children (Spock, 1946; Bowlby, 1965). Ritner (1981) wrote, "from birth onward, males learn patterns of behavior which other people consider appropriate to males. These patterns are learned through social conditions, molding, imitation, identification, and direct instruction" (1981, p. 74). As early as

1946, Benjamin Spock's original position on fathering was clearly in support of the traditional father role (Spock, 1946); this changed later (1974). John Bowlby's maternal deprivation research influenced social attitudes about parenting throughout the 1950s and 1960s. When the mother was not caring for the child, the child's development was "almost always retarded—physically, intellectually, and socially" (Bowlby, 1965, p. 21). Support for the traditional perspective was also illustrated in the 1950s by Bruno Bettelheim. Bettelheim (1956) wrote:

> Father is often advised to participate in infant care as much as the mother does, so that he too will be as emotionally enriched as she. Unfortunately, this is somewhat empty advice because the male physiology and that part of his psychology based on it are not geared to infant care. (p. 126)

Recent research on the natural capabilities of fathers extends beyond the instrumental function implied in the statement just quoted by Bettelheim (1956). Several studies suggest that fathers may have innate feelings of fatherhood (Parke, O'Leary, and West, 1972; Greenberg and Morris, 1974). In these studies, natural capabilities of fathers included fathers' ability to nurture and provide for the basic needs of children. In fact, fathers begin developing a bond to their infant by the first three days of life (Greenberg and Morris, 1974). Furthermore, Parke, O'Leary, and West (1972) observed the behaviors of father,

mother, and infant during the first three days following delivery. They found that fathers were just as involved with their infants as mothers.

Young and Hamilton (1978) provided the following erroneous but commonly accepted assumptions:

1. Fathers are unimportant in the childrearing process, especially during children's early years.
2. While mothers have a natural instinct for childrearing, fathers do not.
3. Infants form strong psychological and physiological attachments to their mothers but not to their fathers.
4. Fathers serve two basic functions in the family—providing financial support and serving as role models for sons. (p. 137)

Until 1974, the traditional perspective prevailed. It was in 1974 that Benjamin Spock, a well-known writer in the parenting literature, shifted to a position that fathering is a more equal role of parenting (Spock, 1974). Up to this time, "parenting" generally meant "mothering."

The Modern Perspective

Haim Ginott, another writer for parents, wrote a popularized book, Between Parent and Child (1975). Ginott discouraged active fathering in his statement on "modern" families. This statement is out of balance with Fein's (1978) conceptualization of the modern perspective. Ginott (1975) wrote:

In the modern family, many men find themselves involved in mothering activities, such as feeding, diapering, and bathing a baby. Though some men

> may welcome these new opportunities for closer
> contact with their infants, there is danger
> that the baby may end up with two mothers
> rather than a mother and a father. (1975,
> pp. 168-169)

In the 1960s, a number of researchers began to study
fathering more closely. From the psychological literature,
Nash (1965) concluded that many psychologists have mis-
takenly assumed that fathers were unimportant in childrear-
ing. Ensuing research studies on father absence followed
(Hetherington and Deur, 1971; Biller, 1974). Lamb (1981)
provided several accounts of the disappearance and redis-
covery of fatherhood. He postulated that the industrial-
ization of Western societies brought with it a stricter
division of labor and roles within the family than had
previously existed. Research continued to focus on child-
rearing and parental behavior coupled with the modern per-
spectives of fatherhood. Lamb (1981) suggested that new
interest in fatherhood was the result of imbalanced research.
That is, it was clear that a focus on mother-infant and
mother-child relationships had evolved an imbalance.
Researchers were forced to ask whether or not fathers could
legitimately be left out, and apparently deemed irrelevant
entities in socialization.

Available evidence indicates that "some fathers
remain uninvolved, others are active participants, and some
fathers are even raising children by themselves" (Parke,

1981, p. 1). One study found that the vast majority of young men (ages 18-28) want to be intimately involved in relationships with their children (Sheehy, 1979). The highest life satisfaction indicated, on a life history questionnaire, was the experience of having children (Sheehy, 1979).

The Emergent Perspective

"The traditional and the modern perspective of fathering have limited usefulness in a society marked by increasing [levels] of mothers in paid employment and growing concerns about the care of children" (Fein, 1978, p. 133). Furthermore, active nurturant fathers exert strong influences in their families, and the family role is the most significant role in men's lives (Pleck and Lang, 1978). However, Dodson in How to Father (1974) points out that society makes little provision for training men or preparing them for a parental role. Birdwhistell (1957) stated:

> While I have seen many little girls explicitly
> instructed in motherly behavior and rewarded
> for being "little mothers," I have never seen a
> male either instructed or rewarded or punished
> for behavior modeled on a future father role.
> American male children are not praised as "good
> little fathers." (p. 30)

According to Lamb (1981), the focus on a traditional notion of masculinity is problematic. "Many fathers [in the emergent period] are neither 'masculine' themselves nor do they

wish their sons to be 'masculine' and their daughters 'feminine'" (1981, p. 24). To this end, the new father role is emergent.

The movie of the year in 1980, Kramer vs. Kramer, illustrates how single-parent fathers have emerged as a new familial structure. Childcare has been viewed as a diversion from a man's real work. In fact, paternal participation in childrearing is not seen as "unmasculine" by children; children expect their fathers to be as influential and emotionally involved as their mothers, even if the extent of their involvement is substantially less (Hartley and Klein, 1959; Bowerman and Elder, 1964). In developing new patterns of family involvement, an essential first step, according to Bronfenbrenner (1970) is bringing about a changed pattern of interaction with the child. Mothers and fathers can benefit from additional support and parent education activities. Due to increasing needs for fathers' involvement, fathers' ability to fulfill his parental function properly has been steadily decreasing (Fuchs, 1973). Ritner (1981) adds:

> When fathers are interacting with their children, they may feel out of place and inadequate, believing that the difficulties they experience in parenting are due exclusively to their own failures as parents. Some of these frustrations may be due to real failures of fathers who are inadequately prepared for parenting, while others may be due to the sometimes formidable task of parenting itself. In this society where mothers are traditionally the experts in parenting,

> fathers may be quick to give up the task when
> they feel inadequate at it. (1981, p. 67)

From the socialization of fathers' literature covered in this chapter, current social and educational implications suggest the importance of recognizing the value of two active parents and the socialization of both males and females toward parenting. Children benefit from having two active adults in the immediate family environment (Mead, 1976). In Clarke-Stewart's (1977) review of children and families, it is suggested that fathers are underutilized resources for childcare.

Father Role Dimensions

The traditional, emergent, and modern perspectives of the father role were discussed earlier in this chapter. Father role is further delineated by role dimensions. Married men in modern society are known to be good fathers when they possess the qualities of the "good husband." He is a provider, protector, and is able to form a good relationship with his wife. Historically, the "good husband" supported the relationship between the mother and child. May (1982) examined men's (N = 100 fathers) readiness for fatherhood and concluded that the factors related to fatherhood readiness included (1) father's intent to become a father, (2) the stability of the couple's relationship, (3) financial security, and (4) a sense of

closure to the childhood period of life. Coleman and
Oklan (1983) suggested that "the perception is fading that
the involved father belongs to a select group of men who
have "good mothering" qualities. Fathering is becoming
increasingly differentiated from a "helping mother" (1983,
p. 16). Thus, fathering is unique; it is not a poor substi-
tute for mothering (Pleck, 1976).

In American culture, the assumed father role is
instrumental. As early as 1956, Josselyn's work on cultural
forces suggested that it had been considered inappropriate
for fathers to be nurturant toward thier infants. Pleck,
a researcher and writer in fatherhood literature, pro-
vided rhe communality among various role definitions by
noting that physical strength and accomplishment are
dominant role dimensions. Eversoll (1976) measured the
perceptions of a cross-generational sample (N = 346 college
males and N = 221 sets of parents) toward the father role.
The father group placed more emphasis on the problem solver
and provider roles.

Barret and Robinson (1982) conducted a study of 26
adolescent expectant fathers. The majority were willing to
participate in the fathering experience. Another father
role is the involved father. Writers have termed this role
dimension differently: active, nurturing, highly available,
guidance, psychological, and the expressive role dimension.

Balswick (1979) noted that the inexpressive male role is in conflict with man's functioning. He said, "Boys are socialized to be inexpressive because, later, as men, they will be expected to be decision-makers and wielders-of-power" (p. 332). In a similar position, Settel (1976) suggested that inexpressiveness (1) has been taught to boys for later positions of power, (2) is part of a sexist culture that has emerged as an effort to exhibit control, and (3) empirically emerged as an intentional manipulation of a situation where threats to the male role occurred. Whether men are empirically less emotional than women is critical in the evaluation of this dimension. Males in Balswick and Avertt's (1977) study were less expressive of love, happiness, and sadness than females. Balswick and Avertt conducted this study at three southeastern universities and used a sample of 523 undergraduate students in social sciences. Pleck (1976) adds, "many men want to become expressive" (p. 162).

The broad dimensions of the involved father impinge on active, highly available, psychological, and the expressive roles. All of these have repeatedly been recognized as good. The practical role dimensions have been described that represent the actual behavior of fathers. For example, Eversoll (1976) provided the

following sub-role dimensions: (1) nurturing, (2) problem solver, (3) provider, (4) societal model, and (5) recreation. The naming of these subscales follow a general understanding of the terms, save one, the "problem solver" role. Eversoll suggested that the problem-solving role evolves when the father facilitates decision making. But the problem solver role remains within the authoritarian dimension, that is, making decisions. While the authoritarian dimension has been presented with expansive, anecdotal, and/or impressionist evidence by many writers, the counter of this term, the democratic role, usually goes unnoticed.

Father role has been expressed in terms of the recreational role. The father entertains the child and finds activities to do with him. Homemaking and recreation along with child guidance and nurturance are roles that seem essential for the changing role of fathers. Stein (1977) provided two messages to today's fathers: (1) fathers must support the family and get ahead, and (2) fathers must become more interested in family life, including child nurture.

Changing the role of father is motivated by changes in the family. In the absence of these changes, mothers working and family separation, many men may choose to stick to the traditional patterns. To augment the notion

that crises may be the major motivation to encourage men to change their attitudes, other motivations must be employed. For example, educators can provide fatherhood education programs and encourage close relationships between fathers and their children. It appears that the attitude change that is of particular concern here is incongruent change. When an attitude change occurs in the direction of the existing attitudes it is said to be congruent change (Wilson, 1962).

In summary, popular views about fatherhood are conceptualized as role behavior that is different from the mother's role. The readiness study (May, 1982) provided factors perceived by expectant fathers that provided a basis for the instructional role. So far, no one has said the instrumental role is an inadequate role. What seems to be the message to fathers and those of us concerned with this topic is a process of movement toward the expressive role. The father role needs to keep pace with changes in the family. Finally, men must look to themselves in order to define the father role.

Fatherhood Educational Programs

"Society does not train men for fatherhood" (Dodson, 1974, p. 2). On the natural capabilities of parents, Berger (1981) wrote:

> It has been assumed that parenthood is a
> natural condition and that becoming a parent
> or caregiver transforms the new mother or father
> into a nurturing parent. As a result, society
> has not demanded that parents have the pre-
> requisite knowledge that would ensure compe-
> tence in one of the most important occupations
> in a person's life—childrearing. Some basic
> understanding of child development on which to
> base parenting skills, allowing for individual-
> ization and cultural diversity, should be
> expected. (1981, p. 2)

Consequently, stimulated by current research on fathering

and child development (Biller and Meredith, 1975; Lamb,

1976, 1981), conscious efforts have been made to develop

programs for training fathers. These volumes (Biller and

Meredith, 1975; Lamb, 1976) provided research and theoreti-

cal implications regarding the unique behavior and in-

fluences fathers have on child development. For example,

fathers are more likely to help children with tasks, while

mothers encourage children's efforts. It is also known

that father ability to nurture is positively correlated

with boy's I.Q. On the negative side of father behavior

and influence as presented by Biller and Meredith (1975)

and Lamb (1976, 1981), fathers in general spend little

time talking with their infants. Finally, father attitudes

and behavior impacts the development of the child. It is

with these observations that parent education for fathers

is further discussed.

The significance of parent education for fathers

is illustrated in the work of Clarke-Stewart (1977). She

addressed a variety of environmental issues and made the
following statement:

> If it were possible to relieve all environmental
> stresses, redistribute income equitably, and
> provide adequate wages, housing, health care,
> day care, legal care, consumer protection,
> schools, or nonschools for all families, there
> would still be intrafamilial and interpersonal
> conflicts and inadequacies, and consequently a
> place for educational or therapeutic programs
> for [fathers]. (Clarke-Stewart, 1977, p. 105)

Darabi (1978), in an earlier review of research on fathers,
concluded that fathers must become involved in the educa-
tive process of their children and provide a model who
actively participates in childrearing activities. Darabi
(1978) suggested that fathers' absence, passivity, and/or
active interest impacts the child, the family and society
as a whole. With relatively new knowledge about fathers,
the direction that educators and social scientists are
taking is research and development for training fathers.
Fortunately, programs for fathers have been tried. From
the available literature, programs that reported training
for fathers are reported below.

Fatherhood Education with Children

As stated in Chapter I, the majority of parenting
programs for fathers have been developed for new fathers
during the prenatal and neonatal periods. Several of
these programs have included father and child (Charnley and
Myre, 1977; Zelazo et al., 1977; Resnick et al., 1978; Parke

et al., 1980; Dickie and Gerber, 1980; Delaney, 1980).
A review of six such programs follows. Two of these
studies (Dickie and Gerber, 1980; Charnley and Myre, 1977)
included mothers and fathers. Of the remaining studies
reported in this section, two of them were theoretically
congruent with contemporary research in the field of parent
education for fathers (Zelazo et al., 1977; Parke et al.,
1980). Zelazo et al. (1977) selected 20 fathers with year-
old sons and tutored 12 of these fathers by demonstrating a
variety of games, toys, and play strategies that could be
used with their infants. The other eight fathers received
no tutoring. Parke et al. (1980) conducted an observational
study by showing fathers (N = 32) a videotape titled "Fathers
and Infants" soon after their babies' births. This study
assessed fathers' attitudes based on the impact of the film.
They observed the father-infant interactions immediately
after the film presentation and completed home observations.
Parke et al. (1980) concluded that fathers' attitudes and
knowledge were significantly altered by exposure to the
film.

The final program reviewed in this section (a pro-
gram that included infants and fathers) was conducted at
the University of Florida by Resnick, Resnick, Packer, and
Wilson (1978). "Psycho/educational programs are needed to
facilitate men's transition to fatherhood as a preventative

and proactive model" (1978, p. 59). Beyond the fact that the Psycho/Educational Model was theoretically based and provided specific learning activities, the authors did not provide data to reflect an empirical investigation.

The results of these programs (Charnley and Myre, 1977; Zelazo et al., 1977; Resnick et al., 1978; Parke et al., 1980; Dickie and Gerber, 1980; Delaney, 1980), although largely qualified, provided the following outcomes:

1. Feedback from a wide range of fathers indicated their belief in and appreciation for a program which attended to their needs, which allowed them exposure to other fathers and young children and removed them from their isolation in fatherhood (Resnick et al., 1978).

2. Fathers received reassurance about their own competence and the normality of the baby (Charnley and Myre, 1977).

3. Fathering skills can be improved even in families where fathers do very little playing or caretaking (Zelazo et al., 1977).

4. Infants whose fathers learned and practiced new playing skills showed more interest in their fathers than infants whose fathers had not been tutored (Zelazo et al., 1977).

5. Fathers who had viewed the videotapes about infant perceptual capacities were more responsive to their infants during feeding, playing, and diapering (Parke et al., 1980).

6. Teaching fathers and mothers to read to four- to eleven-month-olds had its greatest impact on the fathers who increased their interaction with the infants (Dickie and Gerber, 1980).

7. Delaney (1980) conducted classes for fathers and infants at Seattle Community College and concluded that we need methods for fostering awareness that fathers can be spontaneous in their feelings of tenderness and love toward their infant sons and daughters.

The father-children programs reviewed in this section provided some insight into developing approaches of fatherhood education. Several programs lacked specification to the father population. Likewise, the curricula did not emphasize the uniqueness of the father role. Each program, however, emphasized the interactive process between father and child and the fact that fathering can be improved through an educative process. Other programs have

been developed for fathers only (Gearing, 1978; Scott, 1978; Barnhill et al., 1979; Doyle, 1982), and they were more therapeutic.

Fatherhood Education for Fathers Only

Men only were enrolled in Gearing's (1978) three-step-counseling program for expectant fathers. The first stage helped expectant fathers work through anxieties and develop coherent fathering roles. The second stage involved the actual process of birth and the period immediately following. The third stage was a continuation of the father's group sessions, meeting less frequently than before the birth. Lacking a research design and specific strategies for its implementation or evaluation, Gearing (1978) stated that "the possible benefits to both parents with children are immeasurable" (Gearing, 1978, p. 55). Beyond the fact that "men" were identified as the target population, no other data were reported.

Doyle (1982) developed a systematic skills training program for fathers. His study evaluated the effectiveness of a communications skills training program designed to increase the father's ability to deal with his child and, also, to assess the impact of the father-focused training on the family system. Subjects were 22 Caucasian families in varying socioeconomic status. Statistically significant

results (at the .05 level of confidence) showed that trained fathers increased in sensitivity toward their children. Random sampling did not take place and this raises the question of differences between subjects which weakens the generalizability of this study to the population at large.

Scott (1978) developed a program of fatherhood enrichment based on Biblical instructions to parents. Fourteen men, representing a cross-section of the ministry of the First Baptist Church, participated in five 90-minute sessions. With self-reporting instruments, participants reportedly felt that constructive changes had occurred in their parenting. Scott's (1978) qualitative analysis indicated that the participant's response to each session was positive. While the goal was to change men's attitudes and behavior by increasing their parental awareness and skills, no report of these findings was given beyond the fact that fathers responded positively to each session.

Barnhill et al. (1979) examined the transition into fatherhood in terms of six tasks which must be mastered if the process was to be gratifying and rewarding. Tasks included decision making, mourning, empathic responding, integrating, differentiating from the extended family,

establishing family boundaries, and synergizing. Fathers met for one and a half to two hours. The primary task of these groups was to heighten the awareness of the fathers-to-be. This effort is remiss in its failure to provide data on measured effects. The intervention was described this way:

> We opened the groups with—"What do you want to talk about?" or "I'm wondering what you guys are going through now," allowing the groups to proceed according to their own dynamic. (1979, p. 231)

Qualitatively, Barnhill et al. (1979) stated that groups "for men only" created a quick cohesive bond among the participants.

In summary, the father-only programs reported here (Gearing, 1978; Scott, 1978; Barnhill et al., 1979; Doyle, 1982) seem to have one thing in common: they all recognize the need to have "men-only" sessions. Demonstrations and discussions were led by already actively involved fathers (Gearing, 1978). Group sessions for expectant fathers without their partners present were led by male counselors (Gearing, 1978). Doyle (1982), in the measured effective-ness of communication skills training for fathers, argued that male leadership was critical in fatherhood education, but being a father was less imperative. Male leadership in the Barnhill et al. (1979) and Scott (1978) studies is implied.

Inherent in the programs reviewed in this section (Gearing, 1978; Scott, 1978; Barnhill et al., 1979; Doyle, 1982) has been a thorough representation of the basic assumptions for parent education discussed in Chapter I. New assumptions have resulted from this review of father-hood education programs and are as follows:

1. Parent education for fathers should be led by a male.

2. Fathers in parent education may benefit from fathers who are already actively involved in fathering.

Programs have been offered in a variety of settings with and without children. The quantitative data presented throughout this section on fatherhood education has been limited. With the exception of Doyle's (1982) program for fathers, the others lacked rigid research substantia-tion. Fatherhood education is in its infancy and research and development must continue.

Parents in the Workplace

Three areas have been covered in the literature regarding parents in the workplace. The first area was child care through industry; the first of any effort to support working families. Child care through industry has been proven to be a worthwhile investment in the United

States (Swick and Rotter, 1981; Baden and Friedman, 1981; McCroskey, 1982). In addition to economic support for families, children seem to benefit from closer contact with their parents, and there are greater possibilities for children to observe and gain understanding of their parents' vocations. According to Keniston (1977), the isolationist structure of our culture is largely related to most current family disintegration. In fact, McCroskey (1982) suggested that the major benefit of employer-sponsored child care is that it allows employees to stop worrying about their children and concentrate on their jobs. Secondly, the literature addressed conflicts between the workplace and active parenting. The third area was the workplaces as "more than places to work" (Swick and Rotter, 1981, p. 11). This section reviewed the workplace as a support system for families, parenting programs at the workplace, and fathers and their work.

Among the choices that businesses have utilized to support families are flexible work schedules, paternity leave, part-time work schedules—with retirement benefits and shared employment. Recent innovations for the working parent included the "work-hour bank." Parents are able to receive payment for time away from work when dealing with childrearing concerns. Swick and Rotter (1981) proposed that an industry could set up a "work-hour bank" for parents

to use in emergency situations (1981, p. 9). The "family advisory council" is another practice that may increase the effectiveness of business in terms of accomplishing increased productivity while at the same time increasing the quality of the employees' family lives (Swick and Rotter, 1981). The "family advisory council" is comprised of employees and other members of the firm who meet monthly to discuss concerns of working parents.

Parenting Programs at the Workplace

Many efforts have been made to bring parenting programs to the workplace. Often they have been organized around political and broad family concerns. These programs highlight the working mother and problems of coping as a single-parent family.

Beginning in 1976, the Texas Institute for Families developed the concept of "noontime seminars" to create a voice for children and families. Parents met with hired consultants to discuss legislative matters that affect children. The program goals were not directed toward the interactive process of parenting. Baden and Friedman (1981) reported that noontime seminars have been conducted at 25 companies across the state of Texas including Xerox, Levi Strauss, First National Bank, Southwestern Medical School, Houston Lighting and Power Company and others.

In 1977, Wheelock College coordinated a program
for parenting: noontime seminars at the workplace. The
seminars for working parents were held at the workplace.
This arrangement was the most effective and direct way of
responding to working parents (Baden and Friedman, 1981).
Wheelock's program also focused on political and broad
family concerns. For example, topics included "Locating
Child Care Resources," "Women as Mothers and Workers," and
"Managing the Dual Career Family." According to Baden and
Friedman (1981), there have been no attempts to measure
the success of Wheelock's program quantitatively. However,
qualitative evaluations collected from participants in
Wheelock's noontime seminars have been uniformly positive.

Several newspapers and business publications have
written favorably about Wheelock's program. Dietz (1978),
in the Boston Sunday Globe, reported that "brown-bag" semi-
nars met for 75 minutes, one day a week. The company (New
England Mutual Life Insurance Company) donated the time
beyond the 40-minute lunch hour employees spent in class.

Gallese (1980), in the Wall Street Journal, reported
that employees of New England Merchant Bank—Boston—have
been involved in seminars called "Balancing Work and
Family Life." The bank hired a professor from Boston's
Wheelock College to give ten weekly lunch-hour seminars
for working parents. Fran Litman, an associate professor

at Wheelock, is quoted as saying "all companies don't like the seminar idea." Gallese (1980) reported that three companies approached by Litman turned her down and explained that the idea had not surfaced as an employee concern. Along with several personal anecdotes from employees, bank employees said "they learned a lot."

Stein (1982), in NEXUS—A Business and Child Care Quarterly, reported that Cardiac Pacemaker, Inc., of St. Paul, Minnesota, offers a Wednesday noon program featuring films and seminars on parenting, value clarification, and assertiveness training. No evaluation of this program was provided. This researcher asserts that parenting programs in the workplace have served an important role in raising the consciousness of employers about working parents.

Fathers and Their Work

For the contemporary father, work life is removed from home life both physically and psychologically. This father-child distance caused by the abstractness of modern vocations increases the father's alienation from the family (Bloom-Feshbach, 1981). Yankelovich (1981) provided survey data that speaks to the changing roles in American families. His data suggested that the 1980s will force more practical lives—jobs, homes, and personal safety will be major concerns among the general citizenry and

employees. Since men in this country derive more satis-
faction from family life than their work (Pleck and Lang,
1978), more should be done to work with and improve
fathers' participation in child-rearing. Bloom-Feshbach
(1979) studied 40 first-time fathers. He found that higher
levels of participation in family work were accompanied by
more enjoyment of parenthood. Bloom-Feshbach (1979) also
found that "men may experience role strain in deviating
from the traditional male role, when occcupational con-
straints and cultural norms are unsupportive of such
efforts" (p. 2307).

In summary, parents in the workplace have received
attention for less than a decade. Efforts have been
directed largely to women and these efforts have been
limited to a few states in the United States. Support
for families (parents) have included child care services
at work and a variety of changes in working conditions.
Parent education seminars at the workplace helped employees
balance work and family responsibilities (Dietz, 1978;
Swick and Rotter, 1981; Baden and Friedman, 1981; Stein,
1982). Finally, the role of men is changing and the transi-
tion to a new role warrants additional support outside of
the family. It is proposed that parenting education for
fathers at the workplace may offer some advantages and
information not yet realized.

Attitude Changes and Parent Education

Attitudes have been a major consideration in research related to childrearing and parent education. Attitudes are comprised of three components: cognitive, affective, and behavioral. According to Wilson (1962), (1) the cognitive component represents verbal responses, (2) the affective component represents emotional reactions, and (3) the behavioral component represents instrumental activities. The strength of attitude research in parent education is related to high correlations between parents' attitudes and parents' childrearing behavior (Edgerton and Schaefer, 1978; Walker, 1980; Rickel, Dudley, and Berman, 1980). Weaknesses in attitude research and parent education have been related to the interpretation of both attitudes and values, and the consistency or inconsistency between cognitive, affective, and behavioral components of attitudes. Walker (1962) provided that the tendency to produce consistency between the behavioral and cognitive components of attitudes is movement toward cognitive consonance. Inconsistency between the behavioral and cognitive components is known as cognitive dissonance.

Changing attitudes, presumedly in a positive direction, is the focus of parent education. And the success of these experiments is related to a match between the three components (cognitive, affective, and behavioral) and the

related research treatment. Thus, attitude is a multidimensional concept.

Walker (1980) reported that the evaluation of active programs which employ attitudinal change as a criteria of success without attention to subsequent behavioral changes are inherently weak studies. There is an exception when the goal of the program is solely to change attitudes without concern for subsequent behavioral changes. However, Walker (1980) made exceptions for the area of parental attitude studies. She said, "There seems to be something intuitively true and powerful about the proposition that attitudes and behavior are related . . . and it seems worthy of further investigation" (p. 235).

Attitudes are learned (Wilson, 1962), and attitudinal change is a process of giving and receiving new information, persuasive communication, and direct experiences (Khan and Weiss, 1973). According to Rokeach (1971), the experimental methods often used in social and psychological research to create attitudinal change are (1) "to induce a person to engage in behavior that is incompatible with his attitudes and values" (p. 453), and (2) "to expose him to information about the attitudes or values of significant others that are incompatible with his own attitudes and values" (p. 453).

Rokeach, in several studies to test the experimental effect of attitudinal change, employed a third

method of exposing the subject to information designed to make him consciously aware of inconsistencies that existed within his attitudes and conscious awareness (Rokeach, 1971). He found this method provided meaningful predictions about observations three to five months after completing the experiment.

The experimental methodology used in parent education represents two approaches: the reflective approach and the behavioral approach. The reflective approach involves the exchange of information between parents based on interest and problems of group members. This approach is also referred to as the group discussion model. The behavioral approach utilizes therapeutic techniques and differential reinforcement contingencies to produce changes in parents' attitudes and behaviors (Rickel et al., 1980). Rickel et al. (1980) studied reflective versus behavioral approaches and found that changes on restrictive and nurturance subscales, as measured by Block's Child Rearing Practices Report, occurred regardless of membership in the behavioral or reflective group.

The reflective approaches have been shown to be effective in changing inappropriate attitudes and behaviors (Shapiro, 1954; Daniels, 1957; Hereford, 1963; Stafford, 1974; Moore and Dean-Zubritsky, 1979; Stephens, 1980; Watson, 1980). It appears that the behavioral approach is

useful when the goals of the program are related to a specific behavior. Notice that Kimmick (1975) found the behavioral method to be more effective in changing opinions toward child discipline methods. O'Leary, Turkewitz, and Taffel (1973) reported positive results concerning shaping inappropriate behaviors by helping parents establish an incentive system. Patterson (1975) and Taplin and Reid (1977) reported positive results in a study to reduce observed deviant behavior by training parents to use behavior modification procedures. In summary, the primary considerations for experimental studies designed to change attitudes must consider the goals of the program and the multidimensional characteristics of attitudes.

Group Discussions for Parent Education

The group discussion method for parent education is a reflective method. Participants develop a sense of trust and they are able to interact with the group leader and members of the group. However, group therapy and group dynamics focus on the role participants play in the groups. Brim stated the distinction this way:

> While there is reason to believe that [parents] learn to function more effectively in a group, they may function more effectively in other human relations; their primary purpose is to become better parents, not better group members. (1959, p. 191)

Group therapy and group dynamics are generally used when the goal of the program is directed toward the behavioral component of attitudes.

Group discussion was popular in the literature during the 1950s and 1960s. Ideas for discussion groups are reportedly borrowed from the work of Kurt Lewin (1947). Modifications of Lewin's work in the field of group dynamics have been consciously chosen for utilization in specific programs of group education (Auerbach, 1968). Brim (1959) suggested that emphasis on group education may have arisen in response to research on motives and attitudes during the 1930s and the development of clinical theory, beginning in 1920. The group discussion methodology is about 60 years old today.

An evaluation of the group discussion method for parent education was conducted by the Westport-Weston (Connecticut) Mental Health Association and the Child Study Association of America (1959). This evaluation study of a parent discussion group utilized the discussion methodology and procedures specified by the Child Study Association of America. The design included the random assignment of volunteers to the experimental and control groups. The parents were pre-tested and post-tested on a wide range of criterion variables, e.g., child development knowledge, parent attitude, and decision-making skills.

Auerbach (1968) reported that this program provided oppor-
tunities for parents to discuss common day-to-day problems,
explore concerns, and share ideas, experiences, and feel-
ings about them. With a small sample, 16 subjects in the
experimental group and 12 subjects in the control group,
none of the criterion variables revealed a statistically
significant influence due to the discussion group experi-
ence. Auerbach (1968) identified three possible reasons
for this lack of statistical significance: (1) it may
mean that parent discussion groups are not successful in
effecting change, (2) parent education groups may result
in change but not on the variables which were included in
the study (Westport-Weston Mental Health Association and the
Child Study Association of America, 1959), and (3) if change
occurred perhaps the statistical tests were not sufficiently
powerful to determine them (Auerbach, 1968, p. 250).

Earlier research on the group discussion method was
reported in the work of Shapiro (1954) and Daniels (1957).
Shapiro (1954) attempted to measure the effects of a series
of group discussion meetings. Subjects included 25 indi-
viduals representing 15 families from a medical service
research program in New York City. Experimental subjects
were matched with control subjects with respect to occupa-
tion, education, religion, age, sex, number of children
per family, age distribution of children, annual income,

and nativity. Using attitudes scales of Harris, Gough and Martin, and Shoben, the results showed the experimental group improved to a significant degree on three of five scales measured. The three scales were (1) authoritarianism, (2) good judgment, and (3) possessiveness. Regarding "child-handling" practices, Shapiro (1954) used a situational test with five or six alternative courses of action presented for each problem. Among Shapiro's findings was the fact that parents attending three or fewer meetings were mainly those who achieved the least "desirable" initial score. Significant findings revealed that those experimental subjects who initially held more desirable attitudes changed more than those holding less desirable ones.

Daniels (1957) conducted an empirical study of parent education for fathers and mothers of preschool-age children. The purpose was to determine if attitudes of parents toward major areas of childrearing practices were changed by an experience of group education, and how much and in what ways. This study revealed no significant results. With a small sample, this study basically raised questions for further research.

In 1963, Hereford conducted a larger scaled study that included 903 subjects. The experimental group included 370 subjects with the remaining subjects

distributed over three control groups. Hereford's study was conducted in Austin, Texas, a white-collar community where emphasis was on governmental and educational pursuits. The major result was that parents who attended the discussion group series did show positive change in their attitudes as measured by the Parent Attitude Survey and parent interviews. These changes were significantly greater than those of parents in the three control groups. He concluded that the discussion group method is a powerful educational technique for changing attitudes and behavior. Yet, the generalizability of this study is limited to communities similar to the demographics of Austin, Texas.

Of the studies reported in this section, two reported significant results for changing parent attitude and behavior through group discussions (Shapiro, 1954; Hereford, 1963). Daniels' study (1957) suffered from inadequate research methodology and Westport-Weston (1959) examplified competent evaluative research, but the study may have been stronger if it covered a wider population range. The lack of evaluative scrutiny, according to Auerbach (1968), is due to the generally accepted worthiness of parent education. It continues that many programs are using the group discussion method or a combination of small group theory and other methods, but these programs often lack the evaluative program component.

In two of the group discussion parent education studies reported here, the evidence was inconclusive. Problems associated with the Westport-Weston (1959) study were addressed in Shapiro's (1954) and Hereford's (1963) studies. To a large degree, parent education has been positively influenced by the group discussion method. The identified variables to be affected by this process have included a variety of subscales related to attitudes of parents and effective childrearing practices.

Recent studies (Veltkamp and Newman, 1976; Smith, 1981) dispute the significance of the group discussion model. Smith (1981) used the group discussion model with Head Start parents. The control group received a lecture program and the experimental group attended twelve group discussion meetings. Smith hypothesized that parents in the experimental group would exhibit more positive change on attitude scales of childrearing and internal locus of control than the control group. No significant differences were found. Veltkamp and Newman (1976) reported that parent groups have not had any long-range effects. Veltkamp and Newman developed several strategies to improve group discussion meetings. The improvements included the use of role playing and didactic presentations as a part of group discussion meetings. Homework assignments were planned for parents and systematic techniques were used for problem solving.

Group Discussion for Males

Men are prone to keep their concerns to themselves and not discuss them (Rappaport and Rhody, 1983). Pleck and Lang, who conducted a classic study on "men's role in society" posit that emotional ties with other male friends are usually weak or absent among men" (Pleck and Lang, 1978). The group discussion method may strengthen fathers' abilities to discuss their concerns. The first step is encouraging men to share their perceptions and feelings about fathering with other men (Rappaport and Rhody, 1983). Rappaport and Rhody posit that sharing reduces fathers' confusion about their options and reduces their reluctances.

Summary

Current trends are perpetuating the involvement of fathers. Educational activities for fathers have provided some benefits: (1) raised the consciousness of the community about the importance of both parents, (2) provided opportunities for fathers to interact with each other, and (3) provided program strategies which need further examination. Evidence exists in the field of Child Development which highly suggests that fathers are important in the family system. Among this evidence is the fact that fathers are adequate to nurture.

Research reviewed indicates that there is agreement and disagreement about the merit of the group discussion method of parent education and its effects on changing parents' attitudes. The major measurement concern is based on consistency between the affective and behavioral components of attitudes. As reported earlier, parental attitude studies are possible exceptions to other attitude research. Attitude research including fathers as the subjects is in its infancy. Only a few parent education programs have been provided for fathers, and the research objectives were often limited to the interactive process between fathers and their children.

The major focus of this study was the socialization and education of fathers, the subsequent effects on fathers' childrearing attitudes, beliefs, and role opinions. In addition, this study attempted to assess the instructional arrangements for fatherhood education.

CHAPTER III
RESEARCH METHODOLOGY

The purpose of this study was to provide fatherhood
education workshops at the workplace in order to study the
effects of fathers' participation in parenting education.
This study measured change in fathers' attitudes and beliefs
in regards to (a) childrearing and (b) father role opinions.
This study also assessed (a) the workplace and instructional
arrangements for fatherhood education, (b) fathers' initial
expectations for involvement in fatherhood education, (c) the
degree to which fathers'. expectations were met, (d) the
degree to which fathers preceived workshops at the workplace
to be useful, and (e) fathers' evaluations of selected Foot-
steps films.

In this chapter the methodology for the study is
detailed. The chapter includes hypotheses in the null
form and related research questions, description of the
subjects, site selection procedures, treatment procedures,
curriculum overview, data collection procedures, descrip-
tions of the research instruments, and data analysis pro-
cedures.

Hypotheses

This study was designed to test the following major hypotheses:

HO_1: There will be no effect on fathers' childrearing attitudes and beliefs as a result of participation in fatherhood education.

Measure: Schaefer and Edgerton's Childrearing and Education Research Instrument

Question 1: What are the effects of fathers' participation in parenting workshops on fathers' childrearing attitudes and beliefs?

HO_2: There will be no effect on fathers' role opinions as a result of participating in fatherhood education.

Measure: Eversoll's Father Role Opinionnaire.

Question 2: What are the effects of fathers' participation in parenting workshops on fathers role opinions?

This study was also designed to answer the following questions about the curriculum and program arrangments for fatherhood education:

Question 3: What do fathers expect to gain from parenting education?

Participants provided descriptive data for answering Question 3 above by responding to the item 3(a-j) on the Fatherhood Education Survey (Appendix F). Participants checked any of the items (a-j) which related to what they expected to gain from the workshops.

I expect to:

a. Solve my problems with the children

b. Meet new people

c. Get away from home for awhile

d. Prove to others that I am a good parent

e. Become familiar with community activities for children

f. Get away from work for awhile

g. Learn the best ways to raise children

h. Get new ideas for things to do with my children

i. Become familiar with services available for children

j. Learn to enjoy parenting more

Question 4: Did the parenting workshops meet the parenting education expectations of fathers?

Participants provided descriptive data for answering Question 4 by responding to Question 4 of the Post-Workshop Evaluation (Appendix I). On a Likert-type scale

participants responded to the following statement:
The fatherhood enrichment program was exactly what I
wanted.

> Question 5: How did fathers in the experi-
> mental group evaluate the usefulness of the
> fatherhood enrichment program?

Participants provided descriptive data for answer-
ing Question 5 by responding to questions 5, 6, and 7 of
the Post-Workshop Evaluation (Appendix I). On a Likert-
type scale participants responded to the following state-
ments: (1) On the whole, the fatherhood enrichment program
was relevant to my concerns; (2) On the whole, the father-
hood enrichment program was helpful, and (3) The fatherhood
enrichment program was disappointing.

Subjects

The subjects in this study included 28 fathers from
North Florida Regional Hospital, Gainesville, Florida. Sub-
jects eligible for enrollment had at least one child living
with them. The child's age was between 7 months and 14.5
years. Subjects included fathers who were actually employed
at the hospital or spouses of female employees.

The fathers in this study were volunteers who were
randomly assigned to the experimental and control groups.
According to Borg and Gall (1979), it is common practice
that educational research must be conducted with volunteer

subjects. Borg and Gall (1979) suggested that volunteer subjects are likely to be a biased sample of the target population since volunteers have been found in many studies to differ fron nonvolunteers. The following efforts to increase the rate of volunteers and thus reduce volunteer bias were employed in this study:

1. The call for volunteers was made through announcements at the supervisors' meetings and through posted bulletins throughout the hospital.

2. To guard against the fear of unfavorable evaluations, the call for volunteers was made with emphasis on fatherhood enrichment as opposed to a problematical orientation.

3. Having someone known to the target population has been identified as a necessary ingredient for making the call for volunteers a nonthreatening event. To guard against this problem, the personnel department staff was responsible for the initial communication with employees. Responding to personal invitations and a written announcement (Appendix C), prospective participants completed a registration form (Appendix B) that asked for basic information (name, address, occupation, telephone number, and number of children).

Subjects in both groups were given the same information about the program. The experimental group completed the workshops and subsequent meetings were planned and conducted for the control group.

Site Selection

This study, in part, was designed to provide fatherhood education through the sponsorship of the workplace. As indicated in Chapter I, the workplace may provide better opportunities to (a) learn more about effective program arrangements for fatherhood education and (b) reach a larger number of fathers. Previous work in fatherhood education has suffered from small samples.

Six area businesses were identified as possible sites for conducting this study. The businesses were Alachua General Hospital, Double Envelope Company, Bear Archery, Nationwide Insurance, Gainesville Police Department/Police Academy, and North Florida Regional Hospital. The criteria for initial contacts with these businesses included (1) men were employed, (2) training was an ongoing company practice, and (3) facilities were available for training. A representative from each firm was contacted and the researcher completed a site interview. The outline used to facilitate communication between the researcher and company representatives is provided in Appendix E. Figure 1 describes the procedural flowchart for site selection. Initial contact was made by telephone or a short visit to
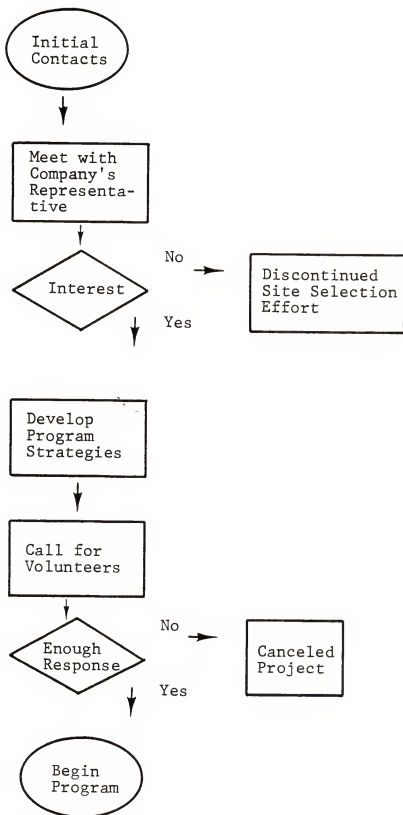
Figure 1. Procedural flowchart site selection

make an appointment to speak with the company's represen-
tative. When an interest in hosting the workshop was
expressed by the company, the next steps included develop-
ing program strategies (announcements, dates, physical
arrangements), and conducting the call for volunteers.

Initial contacts were made with the six companies
identified above. Double Envelope Company of Gainesville,
Florida, expressed no interest. Unfortunately, the
researcher mistakenly included the Double Envelope Company
in the original list of businesses to be contacted. The
information received on the initial visit suggested that
this company did not meet the criteria for initial contacts.
In another case, Nationwide Insurance of Gainesville, Flor-
ida, met the criteria for initial contact but the repre-
sentative for the company indicated that this project may
distract employees and efforts were being made to upgrade
productivity at the workplace.

Bear Archery of Gainesville, Florida, expressed an
interest but the company's representative expressed problems
with previously scheduled activities for its employees and
available time. Alachua General Hospital of Gainesville,
Florida, was interested in sponsoring this project. When
the researcher, on a second and third visit to the hospital,
made contacts with the training department staff, numerous
problems were identified. One staff member suggested that

there would be little interest on the part of male
employees, a meeting room would be difficult to schedule,
and the lack of certified educational units would decrease
the rate of volunteers.

The Gainesville Police Department/Police Academy
was contacted and the training department provided
assistance with announcements and communication with
prospective participants. After conducting three orienta-
tion meetings with 245 officers, detectives, and super-
visory personnel, six police officers registered for the
project. With this small number of volunteers, the program
plans were canceled. North Florida Regional Hospital of
Gainesville, Florida, met selection criteria and whole-
heartedly accepted the opportunity to participate in the
study. The hospital's personnel department provided the
major support and sponsorship for the project.

Treatment

The group discussion method which included five
two-hour sessions over five consecutive weeks was conducted
at the workplace. Meetings were arranged after working
hours. A focused parent training approach using selected
materials from the Footsteps multimedia curriculum provided
the stimulus presented prior to group discussions.

Footsteps

The parent centered multimedia curriculum was developed by a Consortium of Applied Management Sciences, Inc., Silver Spring, Maryland; Educational Film Center, Springfield, Virginia; and the Institute for Child Study, University of Maryland, College Park, Maryland (1979). It consists of a series of thirty 20-minute films (see Appendix J for a complete listing) on family and parent/child relations. In general, Footsteps highlights the kinds of challenges people experience in dealing with children. The dramatizations include differing aspects of parenting from infancy through the adolescent years. The series is organized by topic rather than age. Thus, the subject matter is appropriate for a mixed father-age population. The "father role" was portrayed in a variety of settings and styles. The series included five distinct family backgrounds:

The Sandburgs: White middle-class working parents with two children

The Marshalls: Black middle-class family which includes a working father, a mother and part-time student, and two children

The Hornbrenners: Recently divorced parents with a young daughter

The Rileys: Rural working-class teenage parents who have a baby

The Sanchezes: A Mexican-American working-class extended family including a father, a mother, their daughter, uncle, and aunt. (Barry and Phinney, 1975, p. vii)

Discussion guides developed by Barry and Phinney (1979, 1980) accompanying _Footsteps_ provided (1) a narrative that included learning objectives, the theme, and practical suggestions for parents, (2) a bibliography, (3) parent information sheets, (4) a list of characters in the drama, (5) synopses of both the drama and documentary sections of the films, (6) discussion questions, and (7) statements of application.

In this study, the researcher used the _Footsteps_ multimedia curriculum as the stimulus for further discussion. Therefore, the parent information sheets, discussion questions and the statements of application were not strictly adhered to.

Film Selection

Each _Footsteps_ film is self-contained and can be used independently (Barry and Phinney, 1980). With this flexibility as well as the need to develop congruency between the independent and dependent variables of the present study, the researcher and another parent education specialist (Dr. Athol B. Packer, University of Florida College of Education, Gainesville, Florida) matched, to a limited degree, the basic film themes with the content of the dependent variables [Schaefer's Childrearing and Education Research Instrument (CRERI)—Appendix G;

Eversoll's Father-role Opinionnaire (EFRO)—Appendix H].
This analysis was based on previous knowledge of <u>Footsteps</u>
series.

Factor analyses for CRERI and EFRO indicate the
instruments measure the following:

<u>CRERI</u>: 1. Authoritative beliefs

2. Respect for child as individual

3. Family privacy, role separation
(home and school relationship)

<u>EFRO</u>: 1. Nurturing role opinion

2. Problem solver role opinion

3. Provider role opinion

4. Societal model role opinion

5. Recreational role opinion

The film titles and themes selected for this study
were

Titles	Themes
Queen for a Day	Identity
Who Is Sylvia?	Learning through television
Spare the Rod	Discipline
The Secret of Little Ned	Listening to Children
Stacking the Deck	Teaching (Home and School)
Double Exposure	Values

<table>
<tr><td>From A to Zack</td><td>Preparation for School</td></tr>
<tr><td>On the Brink</td><td>Child Abuse</td></tr>
</table>

The themes above were chosen because their content of the father role behavior as portrayed in the films would provide insight and stimulate discussion related to the dependent variables.

Curriculum Overview

The first session began with each subject sharing one good thing about his children and by sharing a positive attribute of fathering. Good things about children, as expressed by fathers, included (1) My child helps me to become more social. (2) They provide tremendous satisfaction. (3) They are very active. (4) He tells me he loves me. (5) My child calls me Dad. (6) Children are creative.

Positive attributes of fathering, as expressed by fathers, included (1) It makes me happy. (2) I get to tell stories from my childhood. (3) The teaching aspect of fathering is rewarding. Comments from each of the fathers are not included here because several fathers expressed sentiment with statements made by others.

During the first session, the subjects were told that a series of films would be used to begin the discussion of various topics regarding their involvement in fathering and childrearing. Subjects were advised that the group

discussions would be directed toward the fathering and childrearing experiences of group members rather than an explicit, analytical discussion of the films.

For each of the sessions, selected _Footsteps_ films were used to guide the discussion. Within a two-hour session beginning at 6:30 p.m. and ending at 8:30 p.m., the major drama of two films was viewed by subjects. The summarizing documentary segments at the end of each film were omitted. Prior to each film, the group leader introduced the program with advanced organizers taken from the discussion guides that accompany the _Footsteps_ series. The advanced organizers are described as "the big ideas" in the discussion guides (Barry and Phinney, 1979, 1980). "The big ideas" included the learning objectives for parents. These learning objectives were briefly discussed as they related to the father-role and attitudes toward childrearing.

Following each film, questions to stimulate discussion encouraged the subjects to focus on their own father-role. This discussion would continue for 20-30 minutes (see Appendix K for detailed description of all sessions). On several occasions, fathers would start the discussion by expressing a personal concern or question. Occasionally, the group leader had to discourage elaborate conversation about the characters in the film dramatizations. Questions from subjects to which other members of

the group responded as well as questions of the group
leader are provided in the program description found in
Appendix K.

This experiment, in part, to measure change in
attitude and role-opinion of fathers employed two modified
strategies from the major attitude research literature
(Rokeach, 1971).

    1. Exposed fathers to information about
       attitudes and role-opinions of significant
       others that might have been incompatible
       with their own attitudes and role-opinions

    2. Exposed fathers to information designed
       to make them consciously aware of states
       of inconsistency that exist chronically
       with their own attitudes

The Setting

The physical arrangements were provided within the
North Florida Regional Hospital facility. The training
classroom was equipped with armchair desks and video-
playback equipment. Subjects were arranged in a half
circle for film viewing and for the discussion period.
Within the same space, snacks (cookies and soft drinks)
were provided at the beginning of each session. Subjects
were free to replenish this snack during the session. In

order to maximize the group time, a formal break was not included.

Leadership Role

The groups were led by an advanced doctoral candidate in Early Childhood Education and Curriculum and Instruction with parent education training and experience.

In this study, the group leader used aspects of leadership described by Auerbach. The group leader endeavored to

1. Create an atmosphere for learning by using advanced organizers at the beginning of each meeting

2. Help fathers get involved with the group discussion

3. Guide the discussion by analyzing issues under discussion and synthesizing them where appropriate based on current research from the field of personality development and family interaction

4. Focus discussions by making explicit the emotional responses that were implied

5. Foster positive relationships and interactions between fathers and himself

6. Recognize fathers' problems of transference and countertransference in their relations

with him and with other group members as he
encouraged group interaction for learning

7. Set an example in his acceptance of each
individual parent as someone to be listened
to and respected.

In summary, the group leader was responsible for
ensuring that each meeting resulted in a learning experi-
ence. According to Auerbach (1968),

The leader in parent group education is neither
a dominating, authoritarian teacher nor an
exhorting preacher. Nor is he a passive, inac-
tive auditor or mediator. Instead he acts as a
supporting, helping person who leads the group
toward new knowledge and new understanding.
(p. 160)

Data Collection

The experimental group consisted of 14 subjects and
14 subjects were included in the control group. Equivalent
groups were achieved by simple random assignment to the
experimental and control groups.

Schaefer and Edgerton's Childrearing and Education
Research Instrument and Eversoll's Father Role Opinionnaire
were used to obtain pretest measures from the experimental
and control groups. Pretest data for both groups were
collected on the same day in June 1983, one week prior to
the first meeting for the experimental group. Participants
were given Eversoll's Father Role Opinionnaire, Schaefer and

Edgerton's Childrearing and Education Research Instrument, Fatherhood Education Survey, and the General Information form, respectively. All forms were previously coded with identification numbers assigned during registration.

Posttest data for the experimental and control groups were collected with the assistance of the hospital personnel. The experimental group data were collected at the final meeting. Posttest data for the control group were collected at the first scheduled meeting which commenced one week after the final session for the experimental group. Subjects in the experimental group also completed a post-workshop evaluation at the end of the final meeting.

Instruments

Childrearing and Education Research Instrument

The Childrearing and Education Research Instrument (CRERI) was developed from Schaefer's Parent as Educator Interview. Schaefer and Edgerton (in press) now recommend the Parent Modernity scales which consist of two forms. They are the parent form and the general form. The general form has items that do not refer to "your child" so that it can be used with people who may not have children of their own. The parent form has items that refer to "your child." Schaefer and Edgerton (1981) used this instrument to measure traditional authoritatian beliefs and progressive democratic beliefs of parents.

The parent form consists of 15 items and uses the Likert-type scale. Factor loadings for this instrument provided three factors:

1. Authoritarian belief, children born bad
2. Respect for child as an individual
3. Family privacy, role separation

Of the three factors, authoritarian belief is the strongest. Both respect for child as an individual and family privacy, role separation are week. The second factor (respect for child as an individual) included 3 of 15 items on the parent form and family privacy included 5 of 15 items on the parent form. Schaefer and Edgerton (1981) reported the following estimates of reliability: (1) internal consistency reliability computed with Cronbach's alpha was .88; (2) split half reliability computed with the Spearman Brown formula for the parent form was .90; and (3) test retest reliability was .84.

Estimates of validity for this instrument were computed on three samples. Sample A consisted of 98 black and 77 white mothers with kindergarten children. Sample B consisted of 55 black, low SES (social economic status) mothers with high-risk infants and 33 were high SES mothers. Sample C consisted of mothers and fathers of 40 white and 9 black children. Estimates of validity computed for samples A and B showed good criterion validity (Schaefer and Edgerton, 1981). In a study of Parent and Child Correlations of

Parental Modernity, the CRERI was validated for sample C.
In sample C, scores for mothers correlated .50 and for
fathers correlated .51 with teacher ratings of child verbal
intelligence (Schaefer and Edgerton, in press).

Eversoll Father Role Opinionnaire

The Eversoll Father Role Opinionnaire (EFRO) was
developed in 1975 to compile data on five sub-role dimensions
of the father role opinion—nurturing, problem solver, pro-
vider, societal model, and recreational. Eversoll conducted
a cross-generational investigation of father-role dimensions
(Eversoll, 1976). She used the EFRO to measure the percep-
tions of a cross-generational sample toward the father role.
The sample consisted of 345 college males and 221 sets of
parents.

This instrument (EFRO) consisted of 30 items using
the Likert-type scale with an equal number of items in the
five subscales. Eversoll computed the reliability using
the split-half test procedure producing two 15-item halves.
The scores for the five subscales—nurturing, problem solving,
provider, societal model, and recreational—are .9534, .9374,
.9416, .0564, and .9708, respectively. The total reliability
is .9810. The split-half test analysis indicated a high
degree of reliability for the EFRO instrument (Eversoll,
1976).

To establish the content dimension of face validity for the EFRO, 85 items were reduced to 50 by the judgment of professionals in the Department of Human Development and the Family—the University of Nebraska. Raters categorized items into the five subscales or dropped the item. Further analyses were used to determine the strength of each item. Items that discriminated at a high level warranted inclusion in the 30-item final form (Eversoll, 1976). Eversoll tested the hypotheses that there were statistically significant differences between fathers and mothers role opinions on the five subscales of the EFRO. Fathers (n = 221) and mothers (n = 221) differed at the .05 level of significance on the problem solver (t = 2.78) and provider (t = 3.07) subroles. Hypotheses that there were statistically significant differences between fathers and mothers on (1) nurturing, (2) societal model, and (3) recreational subroles were rejected.

Fatherhood Education Survey

The Fatherhood Education Survey (Appendix F) was developed for this study. It obtained information on previous parent education experiences for the experimental subjects. This instrument also provided data on fathers' expectations for involvement in fatherhood education. Because the researcher was concerned about initial

expectation, this instrument was administered to partici-
pants prior to the first session.

Post-Workshop Evaluation

The Post-Workshop Evaluation was developed for
this study. Items included in this instrument provided
data on the merit of fatherhood education at the workplace,
an assessment of the program arrangements, the usefulness
of the program, and an assessment of the degree of success
this program reached in meeting the expectations of fathers
in the experimental group. The Likert-type scale was used
for the development of this instrument.

Design and Analysis

The design for this research was the pretest post-
test group design (No. 4; Campbell and Stanley, 1966). The
analysis of covariance was used to make comparisons with
subjects in the experimental and controlled groups on the
stated hypotheses that—HO_1—There will be no significant
affect on fathers' childrearing attitudes and beliefs as
a result of participation in fatherhood education, as
measured by Schaefer and Edgerton's Childrearing and Edu-
cation Research Instrument, and—HO_2—That there will be
no significant affect on fathers' role opinion as a result
of participation in fatherhood education, as measured by
Eversoll's Father Role Opinionnaire. The level of

significance was set at .05. Since subjects were assigned
to the experimental and control groups without matching on
background factors such as previous experience in fathering,
family background, knowledge about child development, initial
attitudes about childrearing and father role opinions, the
analysis of covariance was used.

Descriptive statistics were computed to answer Ques-
tion 3: What do fathers expect to gain from parenting educa-
tion? These data suggested the frequency that fathers in
both the experimental and control groups identified their
initial expectations for involvement in fatherhood education.
Question 3 of the Fatherhood Education Survey (Appendix F)
included ten items on fathers' expectations which were cate-
gorized as follows: (1) knowledge in child development,
(2) mental break, (3) community resources and materials,
(4) handling problem behavior, and (5) parent socialization.
Fathers' initial expectations are reported categorically.

Descriptive statistics were also computed for Ques-
tions 4 through 5. These statistics indicate the degree
that workshops met the parenting education expectations of
fathers. They also indicate the degree that fathers per-
ceived the parenting workshops at the workplace to be use-
ful.

CHAPTER IV
RESULTS

This chapter presents the analysis of the data collected for this study. Initially, operational definitions, attendance records, and demographic data for this experiment are provided. Following this, the results of the analysis of covariance are presented with results tested at a significance level of .05. Then, descriptive statistics related to the merit of the program and the initial expectations and met expectations for fathers involved in this program are presented.

Operational Definitions

Two measured variables and one experimental variable were the variables of primary interest for the hypotheses tested in this study. The total pretest scores on Schaefer and Edgerton's Childrearing and Education Research Instrument (CRERI) and Eversoll's Father Role Opinionnaire (EFRO) were used as the covariates. The pretest measures were taken prior to the treatment. The treatment was the independent variable (more fully described in Chapter III). The treatment consisted of ten hours of fatherhood education. It had two levels: the experimental and control groups.

Demographic Data

A total of 28 fathers were involved in the father-hood education project. Analysis of data was made only for 27 subjects who completed the posttest. Appendices L through N provide descriptive data for income, educational level, and marital status. Fifty percent of the subjects in the experimental and control groups had family incomes ranging from $10,000 to $24,999. Ninety-two percent of the subjects in the experimental group had education beyond the high school level. Seventy-eight percent of the subjects in the control group had education beyond high school. However, two subjects in the control group held masters degrees against no masters degrees in the experimental group. The number of married subjects was 85 percent and 69 percent for the experimental and control groups, respectively. The mean age for the total group was 32.29 (N = 27).

Table 1 presents categorical data for fathers' previous education in parenting. Eighty-five percent of the fathers in the experimental group had no previous education in parenting. In the control group, 64 percent of the fathers had no previous education in parenting.

Attendance

The fatherhood enrichment program was the independent variable in this study. Fathers' attendance was

Table 1
Previous Education in Parenting

PEIP*	Experimental Group (n = 13)		Control Group (n = 14)		Total (N = 27)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
No	11	84.62	9	64.27	20	74.07
Yes	2	15.38	5.	35.71	7	25.93

*PEIP is defined as previous experience in parenting.

considered important. A total of five two-hour meetings
were provided. Table 2 presents the attendance record for
the experimental group. The percentage of attendance ranged
from 60 to 100 percent. Most of the subjects attended four
to five sessions.

Childrearing Attitudes of Fathers

In the tables that follow, CRERI-pretest and EFRO-
pretest are the covariates, and TREATMENT is the independent
variable. The pretest measures were taken prior to the
treatment.

> Question 1: What are the effects of fathers'
> participation in parenting workshops on
> fathers' childrearing attitudes and beliefs?

The analysis of covariance was utilized to test the
hypothesis that

> HO_1: There will be no effect on fathers' child-
> rearing attitudes and beliefs as a result
> of participation in fatherhood education.
> Measure: Schaefer and Edgerton's Child-
> rearing and Education Instrument.

Table 3 presents means and standard deviations for
the CRERI pretest and posttest. The observed values of pre-
test means for the control group are higher than those for
the experimental group.

Table 2
Attendance Records for the Experimental Group

Subjects	Number of Meetings Attended	Percentage
1	5	1.00
2	4	.80
3	5	1.00
4	3	.60
5	4	.80
6	5	1.00
7	5	1.00
8	4	.80
9	4	.80
10	3	.60
11	5	1.00
12	5	1.00
13	5	1.00

Table 3
Means and Standard Deviations
Childrearing and Education Research Instrument

Time	Experimental Group (n = 13)		Control Group (n = 14)	
	Mean	SD	Mean	SD
Pretest	52.00	5.94	55.78	6.80
Posttest	57.61	7.01	54.35	7.12

Table 4
Test of Homogeneity of Slopes Assumption
for Childrearing Attitudes and Beliefs

Variable	DF	SS	MS	F
CRERI X TREATMENT	1	3.33	3.33	.20
ERROR	23	384.09	16.70	

Table 4 presents the test of the assumption of parallel sloped between the experimental and control group. This is a test of no interaction between the covariate and independent variable for childrearing attitudes and beliefs. According to the results of the F test, there was no interaction between the covariate and the independent variable for childrearing attitudes and beliefs. Therefore, the assumption of the analysis of covariance was satisfied.

In Table 5, results of the analysis of covariance for CRERI are presented. The F value for group difference was 17.28 which was significant at an alpha of .05. A significant difference between the experimental and control groups for the adjusted posttest measure of childrearing attitudes and beliefs was found. The experimental group did significantly better than the control group. The adjusted posttest means were 59.41 and 52.68 for the experimental and control group, respectively. There was an approximate seven-point difference between the experimental and control group on the adjusted means.

Father Role Opinions

In the tables that follow, CRERI-pretest and EFRO-pretest are the covariates, and TREATMENT is the independent variable. The pretest measures were taken prior to the treatment.

Table 5
Analysis of Covariance for
Childrearing Attitudes and Beliefs

	DF	SS	MS	F Value
CRERI-PRETEST	1	862.87	862.87	53.45*
TREATMENT	1	278.99	278.99	17.28*
ERROR	24	387.42	16.14	

*Significant at $\alpha \leqslant .05$

Table 6
Means and Standard Deviations
Eversoll's Father Role Opinionnaire

	Experimental Group (n = 13)		Control Group (n = 14)	
Time	Mean	SD	Mean	SD
Pretest	104.00	8.5	103.42	10.80
Posttest	112.46	8.7	103.78	9.30

Question 2: What are the effects of fathers'
participation in parenting workshops on fathers'
role opinions?

The analysis of covariance was utilized to test the
hypothesis that

HO_2: There will be no effect on fathers' role
opinions as a result of participation in
fatherhood education.

Measure: Eversoll's Father Role
Opinionnaire

Table 6 presents means and standard deviations for
EFRO pretest and posttest. The observed values of the pre-
test means for the experimental group appear higher than
those for the control group.

Table 7 presents the test of the assumption of
parallel slopes between the experimental and control group.
This is a test of no interaction between the covariate and
independent variable for father role opinions. According
to the results of the F test, there was no interaction
between the covariate and the independent variable for
father role opinions. Therefore, the assumptions of the
analysis of covariance for EFRO was satisfied.

In Table 8, results of the analysis of covariance
for EFRO was presented. The F value for group difference was
8.17, which was significant at an alpha level of .05. A

Table 7
Test of Homogeneity of Slopes Assumption
for Father Role Opinions

Variable	DF	SS	MS	F Value
EFRO X TREATMENT	1	104.53	104.53	1.87
ERROR	23	1,284.14	55.83	

Table 8
Analysis of Covariance for
Father Role Opinionnaire

Source	DF	SS	MS	F Value
EFRO-PRETEST	1	658.91	658.91	11.39*
TREATMENT	1	472.46	472.46	8.17*
ERROR	24	1,388.67	57.86	

*Significant at $\alpha \leqslant .05$

significant difference between the experimental and control groups for the adjusted posttest measure of father role opinion was found. The experimental group did significantly better than the control group. The adjusted posttest means were 112.30 and 103.93 for the experimental and control groups, respectively. There was an approximate nine-point difference between the experimental and control on the adjusted means.

Fathers' Initial Expectations

Question 3: What do fathers expect to gain from parenting education?

Prior to the treatment, subjects responded to ten items on the Fatherhood Education Survey. Subjects checked any items which related to what they expected to gain from participation in the fatherhood education program.

Table 9 presents the items and the frequencies of responses to the items. Over 50 percent of the respondents (N = 27) expected to become familiar with services available for children (item j). More than 80 percent of the fathers indicated that they expected to (1) learn the best ways to raise children, (2) get new ideas for things to do with their children, and (3) learn to enjoy parenting more. Items that received fewer or no checks were (1) get away from home for awhile, (2) prove to others that I am a good parent, and (3) get away from work for awhile.

Table 9

Checked Items for Initial Expectations

Items	Frequency of Responses	Percentage (N = 27)
a. Solve my problems with the children	10	37.04
b. Meet new people	6	22.22
c. Get away from home for awhile	0	.00
d. Prove to others that I am a good parent	0	.00
e. Become familiar with community activities for children	12	44.44
f. Get away from work for a while	1	3.70
g. Learn the best ways to raise children	23	85.19
h. Get new ideas for things to do with my children	22	81.48
i. Become familiar with services available for children	15	55.56
j. Learn to enjoy parenting more	24	88.89

Questions 4 and 5 that follow concern only the measures taken from the experimental group. These data were intended to describe the merit of the program as perceived by subjects (n = 13).

Met Expectations

Question 4: Did the parenting workshops meet the parenting education expectations of fathers? Subjects answered this question by responding to item 4 of the Post Workshop Evaluation. This item read: The fatherhood enrichment program was exactly what I wanted.

On a five-point Likert-type scale, the maximum value for this item was 5.0 = strongly agree and the minimum value was 1.0 = strongly disagree. Table 10 presents the actual scores for question 4. The maximum score obtained was 5.0 and the minimum score obtained was 2.0. With 13 fathers in the experimental group, the mean score was 3.84 and the standard deviation was .89.

Program Evaluation

Question 5: How did fathers in the experimental group evaluate the usefulness of the fatherhood enrichment program? Subjects answered this

Table 10
Met Expectations

Subject*	Score**	Subject*	Score**
1	4	8	2
2	4	9	4
3	5	10	5
4	4	11	4
5	3	12	3
6	3	13	5
7	4		

*(n = 13)

**(Range = 1 to 5)

Table 11
Program Evaluation

Subject*	Score**	Subject*	Score**
1	13	8	12
2	12	9	14
3	15	10	13
4	14	11	15
5	12	12	13
6	14	13	14
7	13		

*(n = 13)

**(Range = 3 to 15)

question by responding to the three items on
the Post-Workshop Evaluation. These items
read

1. On the whole, the fatherhood enrichment
   program was relevant to my concerns.

2. On the whole, the fatherhood enrichment
   program was helpful.

3. The fatherhood enrichment program was
   disappointing.

On a five-point Likert-type scale, the maximum
value for the combined score was 15.0 = strongly agree and
the minimum score was 3.0 = strongly disagree. Reversed
scoring was used for item 3 above which is the corresponding
item for item 7 on the actual instrument. Table 11 presents
the combined scores obtained for the program evaluation.
The maximum score obtained was 15.0 and the minimum score
was 12.0. With 13 fathers in the experimental group, the
mean score was 13.38 and the standard deviation was 1.0.

Footsteps Evaluation

This researcher examined the use of the Footsteps
multimedia curriculum with a father only population. Three
items were included on the Post-Workshop Evaluation to obtain

data on the effectiveness of a modified Footsteps program.
The items were

    1. The Footsteps parenting films gave real-
        istic portrayals of real family situations.

    2. The Footsteps parenting films gave me more
        confidence in working with my children.

    3. The Footsteps parenting films helped me to
        participate in the group discussions.

The corresponding items on the actual instrument (Post-
Workshop Evaluation) were items 8, 9, and 10.

On a five-point Likert-type scale, the maximum value
for the combined score was 15.0 = strongly agree and the
minimum score was 3.0 = strongly disagree. Table 12 presents
the scores obtained for Footsteps evaluation. The maximum
score obtained was 15.0 and the minimum score obtained was
11.0. The mean score (n = 13) was 12.38 and the standard
deviation was 1.04.

<div align="center">Workplace Assessment</div>

This researcher identified the workplace as an alter-
native to other settings for parent education. To measure
the subjects' assessment of the workplace as a sponsor of
parenting education activities and an assessment of the
program arrangements. Three items were included on the Post-
Workshop Evaluation to obtain these data. The items were

Table 12
Footsteps Evaluation

Subject*	Score**	Subject*	Score**
1	13	8	12
2	12	9	13
3	15	10	12
4	12	11	13
5	12	12	13
6	11	13	12
7	11		

*(n = 13)

**(Range = 3 to 15)

Table 13
Workplace Assessment

Subject*	Score**	Subject*	Score**
1	9	8	15
2	12	9	13
3	13	10	12
4	10	11	11
5	8	12	13
6	13	13	13
7	9		

*(n = 13)

**(Range = 3 to 15)

1. The workplace should offer parent education workshops for fathers.

2. Parenting education should be offered separately for fathers and mothers.

3. Fatherhood education should be led by a male instructor.

The corresponding items on the actual instrument (Post-Workshop Evaluation) were also items 1, 2, and 3).

On a five-point Likert-type scale, the maximum value for the combined score was 15.0 = strongly agree and the minimum score was 3.0 = strongly disagree. Table 13 presents the scores obtained for workplace and program assessment. The maximum score obtained was 15.0 and the minimum score obtained was 8.0. The mean score (n = 13) was 11.61 and the standard deviation was 2.06. Approximately 98 percent of the scores in this set were within two standard deviations of the mean score.

This chapter has presented the research hypotheses and results of the analysis of the data. In addition, it provided demographic and attendance data, assessment data on Footsteps, the workplace, and the program arrangements. The next chapter presents the discussion of the results, conclusions, and the implications of this study.

CHAPTER V
DISCUSSION

Introduction

This chapter presents a discussion of the results
of the study and some conclusions and implications suggested
by the data on the effects of fatherhood education in the
workplace. This study empirically demonstrated the effec-
tiveness of a 10-hour fatherhood education program in
changing fathers' attitudes and beliefs in regards to
(a) childrearing and (b) father role opinions. In addition
this study attempted to assess the workplace and instruc-
tional arrangements for fatherhood education.

The group discussion model, including focused
parent training materials (Footsteps films—see Appendix K),
provided the stimulus presentations prior to group discus-
sions. In the group discussion process, (1) fathers were
exposed to information about attitudes and role-opinions
of others and (2) fathers were exposed to information to
make them consciously aware of states of inconsistency that
existed with their own attitudes. The group leader provided
a supportive role that lead the group toward new knowledge
and new understanding. Schaefer and Edgerton's Childrearing
and Education Research Instrument (CRERI) and Eversoll's

Father Role Opinionnaire were pretest and posttest measures
to determine fathers' childrearing attitudes and role
opinion changes. The total scores of the above instruments
were used in the data analysis for the major hypotheses.
Two additional instruments were developed specifically for
this study. They were the Fatherhood Education Survey and
the Post-Workshop Evaluation.

Summary and Discussion of Findings

Question 1: What are the effects of fathers'
participation in parenting workshops on fathers'
childrearing attitudes and beliefs?

The research hypothesis related to question 1 was
analyzed by the analysis of covariance. That there will be
no significant effect on fathers childrearing attitudes and
beliefs as a result of participation in fatherhood education,
as measured by Schaefer and Edgerton's Childrearing and
Education Research Instrument, was rejected. It was found
that the adjusted posttest mean was significantly higher for
the experimental group than for the control group. The
results on the adjusted posttest measures were significant
at the .05 level. Fathers in the experimental group had
lower scores on attitudes related to authoritarian beliefs.
Fathers' responses indicated more democratic attitudes
toward childrearing. They had higher scores for attitudes

related to respect for the child and higher scores for attitudes related to the family/school relationship. These results indicated that the fatherhood education program positively affected the experimental subjects' scores on the CRERI posttest.

> Question 2: What are the effects of fathers' participation in parenting workshops on fathers' role opinions?

The research hypothesis related to question 2 was analyzed by the analysis of covariance. That there will be no significant effect on fathers' role opinions as a result of participation in fatherhood education, as measured by Eversoll's Father Role Opinionnaire, was rejected. It was found that the adjusted posttest mean was significantly higher for the experimental group than for the control group. The results on the adjusted posttest measures were significant at the .05 level. In general, subjects in the experimental group had higher scores related to their attitudes for the nurturing, problem solver, societal model and recreational roles. These results indicated that the fatherhood education program positively affected the experimental subjects' scores on the EFRO posttest.

> Question 3: What do fathers expect to gain from parenting education?

Descriptive statistics computed from the fatherhood education survey provided frequencies of checked items that

indicated what fathers expected to gain from their involve-
ment in the fatherhood education program. This researcher
developed categories that facilitated the discussion of
these data. The categories were (1) knowledge in child
development, (2) mental break, (3) community resources and
materials, (4) handling problem behavior, and (5) parent
socialization (see Appendix O).

Frequency responses from the total population (N =
27) indicated that initial expectations were greater for
socialization. Eighty-nine percent of the subjects checked
that they expected to learn to enjoy parenting (socializa-
tion). Another category was knowledge in child development
and education. There were two items in this category. Both
items received responses by more than 80 percent of the
subjects. These items were: learn the best ways to raise
children (item g) and get new ideas for things to do with my
children (item h).

The "mental break" category included two items. The
first—get away from home for awhile (item c)—received no
checks. The second item—get away from work for awhile (item
f)—received one check. It appears that fathers in this pro-
gram did not view the fatherhood education program as provid-
ing a mental break away from the children or work. Another
item—solve my problems with the children (item a)—was

checked by 37 percent of the fathers. This percentage, when compared with other items for question 3, was relatively low. This was the subjects' initial responses and they may not have been willing to indicate that they were having problems in their fathering role. During the program, the leader observed that fathers mentioned problems that they were having in the areas of discipline, personality of the child, and understanding children's behavior.

Also, these initial expectations may not be directly related to the met expectations after completing the program. Largely, data obtained from question 3 were intended to give the researcher an indication of general expectations that fathers held for parent education.

Question 4: Did parenting workshops meet the parenting education expectations of fathers?

To evaluate the degree that this program met the general expectations of fathers, participants responded to the following statement: The fatherhood enrichment program was exactly what I wanted. The subjects responded favorably to this statement. Several fathers commented that they enrolled in the program because the program seemed interesting. However, one father had a difficult time engaging in discussions that did not relate to his child's age. Another wanted the group membership smaller, because he thought this

would allow more time for each father to talk. One father wanted to spend more time on the topic of religion and its effects on young children. These expressions were inform- ally mentioned to the group leader and may have impacted the responses to question 4.

Beyond the fact that the workplace has provided parent education for mothers and that these programs helped to balance work and family responsibilities (Dietz, 1978; Swick and Rotter, 1981; Baden and Friedman, 1981; Stein, 1982), this study is one of the first to address the father only population and parent education in the workplace.

Question 5: How did fathers in the experimental group evaluate the usefulness of the fatherhood enrichment program?

The discussion that follows, related to the program evaluation, is based on the fathers' opinions about the program's relevancy, its helpfulness, and the degree that the program was not disappointing. Two scores fell below 10, which the researcher arbitrarily assigned as the lower limit for a good rating. It is not known why the level of usefulness was low for these subjects. Provisions were not made for written comments from the subjects. However, several participants informally suggested that they enjoyed the program and wished that the program would continue. They viewed the program as a helpful way of exchanging

information about children and their interactions with their children. According to the results, this program was an excellent way of providing fathers an opportunity to gain new ideas for continued involvement with their children and their families.

Footsteps Evaluation

This parent-centered multimedia curriculum was primarily developed for parents to be viewed primarily on educational television. In this study, the films were used with a father-only population in the workplace and data collected at the end of the program indicated a favorable evaluation by the subjects in the experimental group. Again, using this researcher's arbitrary lower limit of 10, there were two scores below this level. Thus, there was a slight disappointment expressed by a small number of the fathers on the impact of the selected Footsteps films.

In Stevens' (1980) study that compared two parent-centered training programs, Footsteps multimedia curriculum was compared with a less focused curriculum. The general conclusion was that Footsteps had a greater effect in positive attitude changes of parents than the less focused parent-centered training program. Stevens (1980) recommended that future researchers consider focused training programs.

Workplace Assessment

To evaluate the merits of the workplace for sponsoring fatherhood education and to assess the instructional arrangements this researcher asked fathers to indicate to what extent they agreed that (1) the workplace should offer parent education for fathers, (2) parenting education should be offered separately for fathers and mothers, and (3) fatherhood education should be led by a male instructor. Subjects agreed that the workplace should sponsor fatherhood education programs. Likewise, a review of the individual scores indicated that they felt there should be separate programs for mothers and fathers, and that the program should be led by a male instructor.

The group leader was a male who experienced a healthy camaraderie with the group members. In two studies previously cited (Barnhill, 1979; Doyle, 1982) male leadership was encouraged. Rappaport and Rhody (1983) reported that men are inclined to keep their concerns to themselves. In this study, however, fathers had little trouble discussing their feelings about positive attributes of fatherhood. For example, during the first session, each father shared without hesitation (1) a positive attribute about fatherhood and (2) a good thing about his child. This sharing format was encouraged in the first session because the leader felt that later in the program, fathers would be more likely to share problems about fathering. As

suggested by Rappaport and Rhody (1983) this researcher
did notice that there was some reluctance to share problems
and concerns.

Educational Implications

Several educational implications emerged from this
study. The group discussion model of parent education in
the workplace significantly affected fathers' attitudes and
role opinions related to childrearing. Implications for
future research may be that a focus curriculum is necessary
to keep the group on task. Generally, in the absence of
adequate stimulus materials, the group discussions become
rambling and participants speak at length on matters that
digress from the planned topics.

In regards to advertising the program, this re-
seacher used the title—Fatherhood Enrichment. It may be
more beneficial to use the term "enrichment" rather than
"education." Fathers in this study were encouraged to view
the program as an interactive process between a group of
fathers who were concerned about improving their relation-
ships with their children. The term "education" can be mis-
conceptualized with therapeutic-type programs. Also, the father-
only group model provided the benefit of uninterrupted
time. Time on task was very important and father-child
programs may not allow fathers to concentrate on the presen-
tation and discussions.

Programs specifically directed toward men may be less threatening. When it was made clear that the program would include fathers only, this researcher observed a sigh of relief from several prospective subjects. Also, male leadership provided a strategy for better communications. For example, this researcher and the group members would sometimes talk in ways that were more suited "for men only."

Future Research

Future research may consider asking fathers to describe good fathering. These data will further describe fathers' attitudes toward childrearing. So far, fathers' attitudes and role dimensions presented in the literature review of this study were largely based on educational and social behavioral studies where researchers made extrapolations about the attitudes and role behaviors of fathers. In brief, this work provided that good fathering includes involved and expressive fathers. These fathers, for example, are able to nurture, solve problems, and guide the development of their children. Further, the literature is replete in saying good fathering is not synonymous with good mothering. Another area of study should include a longitudinal study of the effects of fatherhood enrichment and support groups for fathers. Finally, an empirical investigation of the advantages of male leadership for parent education for

fathers may support the present finding that male leader-
ship is better for fatherhood education.

Summary

This study measured the effects of fathers' involve-
ment in parenting education at the workplace and assessed
the merits of fatherhood education when sponsored by the
workplace. In addition, this study evaluated fathers'
expectations for involvement in parent education. The group
discussion model using _Footsteps_ multimedia parenting films
was found to be an effective treatment. This treatment
significantly affected fathers' attitudes and perceptions
of their roles of fathering in a positive direction.

The workplace provided an excellent place to meet
with fathers. It also provided the motivation necessary to
get fathers involved. The following are the program arrange-
ments that were critical aspects of this study: (1) Fathers
met in groups with other fathers who were familiar to them
from the workplace and the environment was nonthreatening
and (2) the workplace enhanced the opportunity of obtaining
a father population.

Programs of this type have the potential for building
support systems for fathers and for assisting them with their
childrearing responsibilities. The success of this study
may be generalized to similar populations and research settings.
Those with leadership and support responsibilities in the work-
place are encouraged to provide fatherhood education for fathers.

APPENDICES

GENERAL INFORMATION FORM

CODE

    All information submitted on this form will be kept in the strictest confidence. Information will be primarily statistical without any personal reference.

<u>Age</u>: _____

<u>Income</u> (Circle the appropriate range for your last year's family income):

Under $5,000 $5,000-9,999 $10,000-14,999

$15,000-19,999 $20,000-24,999   Over $25,000

<u>Education</u>:

    Last grade completed: _____

<u>Marital Status</u> (Circle one):

    Married   Single   Divorced

    Separated   Unmarried

<u>Children</u>:

    List the age and sex of the children now living in your home)

AGE	SEX	AGE	SEX
____	____	____	____
____	____	____	____
____	____	____	____

APPENDIX B
NORTH FLORIDA REGIONAL HOSPITAL
REGISTRATION:
FATHERHOOD ENRICHMENT PROGRAM

Name _____   Occupation _____

Address _____   City _____

State _____   Zip Code _____

Phone (___) _____   Number of Children _____

APPENDIX C
NORTH FLORIDA REGIONAL HOSPITAL
FATHERHOOD ENRICHMENT PROGRAM

FOR	All <u>fathers</u> (Married/Single/Unmarried/Divorced): Open to men with children (spouses of female staff are welcome)
WHEN	Workshops will be provided during the summer (June/July/August). More information on specific times and dates will be provided during the registration period.
	REGISTRATION: In the personnel office—June 12, 1983, 7:00 AM-6:00 PM
WHERE	Training Classroom—NFRH
COST	F R E E
TOPICS	Topics will include ages birth-18.

FOR EXAMPLE: *Problem Behavior and Discipline*
Teaching Children Values
Sex Education
The "Bright" Competent Child
Home and School Learning
Parenting Styles

HOW	<u>Films and Group Discussions</u>. Participants will have opportunities to share concerns, needs, and problems related to childrearing.
INSTRUCTORS	Shelton Davis Athol Packer, Ph.D.

Shelton Davis is an instructor at Santa Fe Community College in Child Development and Education. He is a doctoral candidate at the University of Florida. His interest in parenting involves conducting classes for parents and strengthening parent/child relationships. He is a father of two children.

Athol Packer is an Associate Professor at the University of Florida in Early Childhood and Elementary Education. He is a parent educator with a background in infant development. Packer has been responsible for developing programs at a national level for children from birth to adolescence. He is a father of four children and a grandfather to three grandchildren.

INFORMED CONSENT FOR
FATHERHOOD ENRICHMENT PROGRAM

<u>Title of Study</u>: Fatherhood Education through Industry

<u>Principle Investigator</u>: Shelton James Davis

<u>Description of Study</u>: The purpose of this study is to
provide fatherhood education workshops at the workplace in
order to study the effects of fathers' participation in
parenting education. This program will require your par-
ticipation in 10 hours of fatherhood education and the
completion of a pre- and post-assessment. The primary
activities will include viewing films, presentations, and
group discussions. There is no cost for the program.

I have read and I understand the procedure described above.
I agree to participate.

_____ _____   _____ _____
Signature of Participant   date   Witness   date

_____ _____
Principal Investigator   date

SITE INTERVIEW

Date _____

Time _____

Company's Name _____

Representatives _____

_____

Introduction

Employer's Needs and Interests

Current Family Activities

Research Possibilities

Employer's Concerns for Involvement

Fathers' Interest Survey

Follow-up Interview

Date _____

New Developments

Review Program Strategy
    Purpose
    Call for Volunteers
    Meeting Room

Schedule
Employer's Responsibilities
Investigator's Responsibilities

Additional Concerns

FATHERHOOD EDUCATION SURVEY

CODE _____

Participant,

    Your thoughtful responses to the following questions will assist me in planning the fatherhood project to meet your needs.

1. Have you at any time been involved in a parent educa-
   tion program? (Circle one)

                                        Yes   No

   Briefly describe this program: _____

   _____

IF YOU ANSWERED "NO" TO QUESTION 1, GO TO QUESTION 3

2. What did you gain from this experience? _____

   _____

   _____

   _____

3. As a participant in this fatherhood education program,
   what do you expect to gain from this experience?
   (Check all that apply and list all other expectations
   below)

   I expect to:

   _____a. Solve my problems with the children

   _____b. Meet new people

   _____c. Get away from home for awhile

_____d. Prove to others that I am a good parent

_____e. Become familiar with community activities
for children

_____f. Get away from work for awhile

_____g. Learn the best ways to raise children

_____h. Get new ideas for things to do with my
children

_____i. Become familiar with services available for
children

_____j. Learn to enjoy parenting more

Others: _____

_____

APPENDIX G
CHILD-REARING AND EDUCATION RESEARCH INSTRUMENT*
PARENT FORM
(EARL S. SCHAEFER AND MARIANNA EDGERTON, SEPTEMBER 1980)

Please circle the number which indicates how much you agree or disagree with the following statements on childrearing and education.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. The most important thing to teach children is absolute obedience to parents.	1	2	3	4	5
2. Now that my child is in school, the school has the main responsibility for his/her education.	1	2	3	4	5
3. Children generally do not do what they should unless someone sees to it.	1	2	3	4	5
4. I teach my child that he/she should be doing something useful at all times.	1	2	3	4	5
5. It's all right for my child to disagree with me.	1	2	3	4	5
6. Children should always obey their parents.	1	2	3	4	5
7. Teachers need not be concerned with what goes on in a child's home.	1	2	3	4	5
8. I go along with the game when my child is pretending something.	1	2	3	4	5
9. Parents should teach their children to have unquestioning loyalty to them.	1	2	3	4	5
10. Teachers should discipline all the children the same.	1	2	3	4	5

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
11. Children should not question the authority of their parents.	1	2	3	4	5
12. What I teach my child at home is very important to his/her school success.	1	2	3	4	5
13. Children will be bad unless they are taught what is right.	1	2	3	4	5
14. A child's ideas should be seriously considered in making family decisions.	1	2	3	4	5
15. A teacher has no right to seek information about a child's home background.	1	2	3	4	5

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APPENDIX H
EVERSOLL FATHER ROLE OPINIONNAIRE*
(DEANNA EVERSOLL, 1979:
POST ASSESSMENT)

Please circle the number which indicates how much you agree or disagree with the following statements on attitudes and opinions about parenting—there are no "right" or "wrong" answers.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. A father should establish rules and regulations so that the child learns to live within limits necessary for group living.	1	2	3	4	5
2. If a child is having difficulty getting along with a group of peers, a father should talk to the child's playmates and solve the problem.	1	2	3	4	5
3. A father should always be interested in listening to children's ideas and concerns about life.	1	2	3	4	5
4. A father should find time each day for some leisure time.	1	2	3	4	5
5. A father should not be primarily concerned with the income-earning role.	1	2	3	4	5
6. A father should take an active part in activities which are aimed at community improvement for future generations.	1	2	3	4	5
7. A father should be involved in the routine health care of the children.	1	2	3	4	5
8. If there is a conflict between a father's family role and his occupational role, the occupational role should take precedence.	1	2	3	4	5

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	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
9. A father should solve the children's problems concerning work task.	1	2	3	4	5
10. A father should not set aside time so an annual family vacation can be taken.	1	2	3	4	5
11. If a father's job requires a move so a promotion may be gained, this move should always be made if it improves the family's financial standing.	1	2	3	4	5
12. A father should decide what action should be taken when there is a disagreement between family members.	1	2	3	4	5
13. A father should not take an active part in community school concerns.	1	2	3	4	5
14. A father should help care for the children when they are ill.	1	2	3	4	5
15. A father should be willing to sacrifice so children have the opportunity for recreational participation.	1	2	3	4	5
16. A father should not step in to solve the child's problem if there is trouble with a teacher at school.	1	2	3	4	5
17. A father should take an active part in the nutritional provisions for the family by being involved in the meal preparations so that these physical needs are met.	1	2	3	4	5
18. A father should always vote in local, state, and national elections.	1	2	3	4	5
19. A father should be the primary wage earner when the children are of infant and preschool age.	1	2	3	4	5
20. A father should find adequate and appropriate recreation for the family.	1	2	3	4	5
21. A father should be the one who makes the final decision on what is appropriate personal attire for his children to wear.	1	2	3	4	5

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
22. A father should not be involved in the care and feeding of the children when they are infants.	1	2	3	4	5
23. A father should participate in charity fund drives which benefit those less fortunate.	1	2	3	4	5
24. A father should be the primary wage earner when the children are of grade school age.	1	2	3	4	5
25. A father should keep physically fit so he can participate in the children's physical recreational activities.	1	2	3	4	5
26. A father should decide where a family will live.	1	2	3	4	5
27. A father should volunteer for community projects and be willing to take a stand in controversial issues related to this volunteer work.	1	2	3	4	5
28. A father should accept a child's negative emotions (i.e., anger) as well as the positive emotions (i.e., happiness).	1	2	3	4	5
29. A father should participate in continuing education programs which improve his financial opportunities.	1	2	3	4	5

———————

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POST-WORKSHOP EVALUATION

Please indicate how much you agree or disagree with the following statements on fatherhood education.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. The workplace should offer parent education workshops for fathers.	1	2	3	4	5
2. Parenting education should be offered separately for fathers and mothers.	1	2	3	4	5
3. Fatherhood education should be led by a male instructor.	1	2	3	4	5
4. The fatherhood enrichment program was exactly what I wanted.	1	2	3	4	5
5. On the whole, the fatherhood enrichment program was relevant to my concerns.	1	2	3	4	5
6. On the whole, the fatherhood enrichment program was helpful.	1	2	3	4	5
7. The fatherhood enrichment program was disappointing.	1	2	3	4	5
8. The _Footsteps_ parenting films gave realistic portrayals of real family situations.	1	2	3	4	5
9. The _Footsteps_ parenting films gave me more confidence in working with my children.	1	2	3	4	5
10. The _Footsteps_ parenting films helped me to participate in the group discussions.	1	2	3	4	5

FOOTSTEPS SERIES

1.	Queen for a Day	Identity	Sandburg
2.	No Comparison	Individuality	Marshall 1
3.	First Signs of April	Early Stimulation	Hornbrenner
4.	Two to Get Ready	Prenatal Preparation	Riley 1
5.	Who Is Sylvia?	Learning through Television	Sanchez
6.	And We Were Sad, Remember?	Death	Sandburg
7.	Love Me and Leave Me	Attachment and Independence	Hornbrenner
8.	Spare the Rod	Discipline	Marshall 1
9.	What's Cookin'?	Food Habits	Riley 1
10.	True Blue	Play and Fantasy	Sandburg
11.	I Love You When You're Good	Valued and Accepted	Sanchez
12.	The Secret of Little Ned	Listening to Children	Riley 1
13.	Tightrope	Parenting Extremes	Hornbrenner
14.	New Kid on the Block	Social Skills	Marshall 1
15.	The Scratching Pole	Children Work at the Tasks of Growing Up	Sanchez
16.	Hairy Scary	Childhood Fears	Sandburg
17.	There Comes a Time	Societal Support	Hornbrenner
18.	Stacking the Deck	Teaching	Marshall 1

19.	Christinitas	Creativity	Sanchez
20.	I'll Dance at Your Wedding	Handicaps	Riley 1
21.	Act Two	Step Parenting	Marshall 2
22.	Tangled Webs	Problems with Behavior	Tristero
23.	Double Exposure	Values	Sandburg
24.	From A to Zach	Preparation for School	Riley 2
25.	On the Brink	Child Abuse	Tristero
26.	If You Knew April	Know Thy Child	Hornbrenner
27.	Pre-Op!	Illness	Tristero
28.	War and Peace	Sibling Relation- ships	Marshall 2
29.	On Our Own	Responsibility	Tristero
30.	Pals?	Peers	Riley 2

APPENDIX K
PROGRAM DESCRIPTIONS

The theme of each film is given. Fathers' role as it was portrayed in the captioned films are provided. The "big ideas," questions to stimulate discussion, questions from the fathers in the experimental group, and specific program components related to the dependent variables in this study are also provided.

Stacking the Deck: Teaching

Theme

Parents have a lot to do with whether children develop confidence or doubt in themselves and their ability to do things.

Father Role Behavior

1. Grandfather assisted the child with homework assignments at home. Grandfather's method of assisting the child appeared to be extremely negative.

2. Grandfather observed the child's mother working with her son. The child's mother was able to motivate him by helping him to gain self-confidence.

3. Grandfathers' initial attitude was that learning must be a difficult task.

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The Big Ideas

1. How competent children become is largely
determined by how competent they believe they
are.
2. Self-confidence or self-doubt is taught
to children by parents and other important people
in children's lives.
3. When children's mistakes and weaknesses
are constantly pointed out and their strengths
go unnoticed, children learn that they are not
competent. (Barry and Phinney, 1979, p. 192)

Questions to Stimulate Discussion

1. Have you been able to observe changes in your
child's behavior?

2. What were some of these changes? What were
the causes?

3. What is your responsibility for helping your
child with homework?

4. What would you do if your child never wanted
to sit down and do anything?

Program Components Related to the Dependent Variables

1. Parent involvement in the school and at
home

2. Understanding children's behavior

Who Is Sylvia?

Theme

There are some benefits to TV viewing. Television
viewing is not all good and not all bad.

Father Role Behavior

1. One father figure in this film was a policeman. He encouraged an unrealistic act by telling a little boy that he could be a super cop if he watched television.

2. Father became angry about the negative effects of TV and stopped all television viewing in his home.

3. Grandfather watched TV with the child and explained various episodes.

The Big Ideas

1. After parents, television is the most important teacher most children will have.

2. Television can encourage passivity, hostility, stereotyping, and the desire for material things in children. Television can also teach new skills, encourage positive attitudes and behaiviors and provide children with experiences they never had.

3. Whether TV helps or hinders children's growth depends on how parents use television in the home. (Barry and Phinney, 1979, p. 44)

Questions to Stimulate Discussion

1. Let's talk about the positive aspects of TV.

2. What is your personal attitude about watching TV?

3. How can we take more responsibility for television viewing?

Questions from Subjects

1. "Why are children so attracted to TV?"

2. "What other kinds of activities do some of you use who object to TV?"

Program Components Related to
the Dependent Variable

     1. Understanding how children learn

     2. Planning children's extracurricular activities

Spare the Rod

Theme

     Children need discipline. Teaching discipline is different from punishment.

Father Role Behavior

     1. Father invoked authority and told his son "not to move or else."

     2. Father expressed the need to "beat" his children so that no one else would.

     3. Father threatened to withhold dessert from his child for misbehavior.

     4. In a heated argument, father fights with older son.

     5. Father told his son that he should wear his seat belt because he was told to.

The Big Ideas

     1. Discipline should meet both the present and future needs of children. In the short run, children need help controlling their behavior. In the long run, they need to become responsible for their own behavior.
     2. The two goals of discipline are more likely to be achieved when parents respond to

the causes of misbehaviors as well as to the
behaviors themselves.
    3. Both goals of discipline are best
accomplished when parents use a variety of
discipline techniques to meet the needs of dif-
ferent situations. (Barry and Phinney, 1979,
p. 78)

Question to Stimulate Discussion

     1. What does the biblical passage "spare the rod,

spoil the child" mean to you?

Question from Subjects

     1. "How can two children reared in the same home

turn out to be different?"

Program Components Related to
the Dependent Variable

     1. Children's need for autonomy

     2. Parents' expectations of their children

     3. Discipline is not something that parents do to

their children.

     4. Discipline is something parents do with their

children.

Queen for a Day: Identity

Theme

    Parents need to learn ways to help their children

in their search for identity. This process begins at birth

and continues throughout life.

Father Role Behavior

1. Father worked as an attorney and found it difficult to leave work to pick up his sick child from school.

2. Father was not familiar with school rules and policies regarding sick children.

3. Father initiated a conversation with his five-year-old daughter. He wanted to know about his daughter's school illness.

4. Father arrived home late after becoming upset with his wife and drinking with "the boys."

The Big Ideas

1. Every person has the need to feel special and unique.
2. Children's search for identity expresses itself in many different ways and sometimes brings them into conflict with other family members.
3. When parents realize that many of their children's behaviors are efforts to establish identity, they are better able to help their children in this effort. (Barry and Phinney, 1979, p. 1)

Questions to Stimulate Discussion

1. How can we make our children feel special?

2. What are some of your children's "concerns"?

Question from Subjects

1. "Do some children watch other people and act out an identity that is not their own?"

Program Components Related to
the Dependent Variable

     1. Understanding the child's emotional development

     2. The individuality of children

From A to Zack:
Preparing Children for School

Theme

     Starting school can be a difficult situation for parents and children.

Father Role Behavior

     1. Father was portrayed in his office. He was frustrated with the conflict of paid work and family work.

     2. Father encouraged his son to go to school. School is important. Father said, "If you don't believe me, try going out into the world without it and see how far you'll get."

     3. Father had a conference with his son's school teacher.

     4. Father encouraged his son to talk about his feelings and school life.

The Big Ideas

     1. Long before school starts, parents help children develop skills and teach them attitudes about school. This prepares children for school and life.

2. The start of formal schooling is a big step for both parents and children.
3. Children feel more prepared for new school experiences when they are told what will be expected of them ahead of time. (Barry and Phinney, 1980, p. 36)

Questions to Stimulate Discussion

1. What preparations did you make or are you making to help your children have successful experiences in school?

2. What is the father's responsibility to teachers and children in school?

Questions from Subjects

1. "What kinds of tests are administered so that teachers know where children are?"

2. "How do teachers account for differences between children?"

3. "As a father, do you think fathers should let children stay home if they are not sick?"

4. "How do you make a child like school?"

Program Components Related to the Dependent Variable

1. Fathers' instrumental and nurturing role

2. Fathers' involvement with their children's school life

3. The socialization model for male children

The Secret of Little Ned:
Listening to Children

Theme

Parents have a lot to learn from listening to their children.

Father Role Behavior

1. The pressure derived from the child's inquisitiveness was demonstrated when the father became frustrated with his son.

2. Father said, regarding taking care of his children, "You have to be hard on them."

3. Father allowed his young son to help him complete big jobs outside of the house.

4. Father dealt with a conflict in the family by initiating a family conference.

The Big Ideas

1. Listening to children is as important as talking with them.
2. Children do not always express their thoughts and feelings in ways that are clear to parents.
3. By paying attention to children's verbal and nonverbal messages, parents can learn more about how their children think and learn. (Barry and Phinney, 1979, p. 122)

Question to Stimulate Discussion

1. How can we deal with the problem of underestimating the abilities of our children?

Program Components Related to
the Dependent Variable

    1. Fathers' problem-solving role in the family

    2. Fathers' ability to provide recreational activities for their children

    3. Fathers' ability to attend to the psychological needs (nurturing) of their children

    4. The importance of listening to children (respect for the child as an individual)

Double Exposure: Teaching Values

Theme

    Passing on values is not easy. Teaching children what is important and what is not important, what is good and what is bad, what is right and what is wrong is the cornerstone of life.

Father Role Behavior

    1. Father was viewed in the family-work role. He assumed responsibility for the children while mother was away on a paid-work assignment.

    2. Father washed dishes, read stories, took care of the clothing, and transported the children to school.

The Big Ideas

    1. Deciding what values will guide our lives is one of the most important tasks facing us all.

2. Since children are strongly influenced by their parents' values, parents should be sure that what they say is consistent with what they do.

3. Parents also help children develop clear values when they encourage them to examine their own beliefs and act accordingly. (Barry and Phinney, 1980, p. 25)

Questions to Stimulate Discussion

1. How do you share your values with your child?

2. What is your reaction of "saying one thing and doing another?"

Question from Subjects

1. "How do you teach values?"

Program Components Related to the Dependent Variable

1. Father involvement with the family and children

2. The father role and authoritative belief

3. Conflict in the provider and nurturing father role

On the Brink: Child Abuse

Theme

Child abuse is difficult to deal with.

Father Role Behavior

1. Father was viewed in an overprotective role.

2. Father was overwhelmed by teenage dating.

3. Father was viewed as having a difficult time "letting go" and allowing the older child freedom to grow up.

4. Father offered support during family crises.

The Big Ideas

1. At times, almost all parents feel like hurting their children.
2. Most parents are able to control these feelings of anger. Some, however, because of past or present experiences, actually abuse their children.
3. Today there are many sources of help for abusing parents. One of the most effective is the support of a friend. (Barry and Phinney, 1980, p. 48)

Questions to Stimulate Discussion

1. Do you think abusive parents hate their children?

2. The child is not always the cause of child abuse.

Question from Subjects

1. "What about child abuse and religion?" To address this question, a special guest attended a subsequent meeting and elaborated on the topic of "religion and child abuse."

Program Components Related to the Dependent Variable

1. Fathers' involvement with other support services in the community

2. Fathers and their instrumental role

APPENDIX L
INCOME DISTRIBUTION BY GROUPS

Experimental Group (n = 13)			Control Group (n = 14)		
Income	Frequency	Percentage	Income	Frequency	Percentage
Under $5,000	0	.00	Under $5,000	0	.00
$5,000-9,999	2	15.38	$5,000-9,999	2	14.28
$10,000-14,999	4	30.76	$10,000-14,999	1	7.14
$15,000-19,999	2	15.38	$15,000-19,999	1	7.14
$20,000-24,999	1	7.69	$20,000-24,999	6	42.85
Over $25,000	4	30.76	Over $25,000	4	28.57

APPENDIX M
EDUCATION LEVELS BY GROUPS

	Experimental Group (n = 13)			Control Group (n = 14)		
Education*	Frequency	Percentage		Education	Frequency	Percentage
10	0	.00		10	1	7.14
12	1	7.69		12	2	14.28
13	1	7.69		13	1	7.14
14	3	23.07		14	1	7.14
15	1	7.69		15	2	14.28
16	7	53.84		16	5	35.71
17	0	.00		17	2	14.28

*12 = High School
14 = AA or AS Degree
16 = BA or BS Degree
17 = Master's Degree

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APPENDIX N
MARITAL STATUS BY GROUPS

Experimental Group (n = 13)			Control Group (n = 14)		
Marital Status	Frequency	Percentage	Marital Status	Frequency	Percentage
Married	9	69.23	Married	12	85.71
Single	0	.00	Single	0	.00
Divorced	3	23.07	Divorced	1	7.14
Separated	0	.00	Separated	1	7.14
Unmarried	1	7.69	Unmarried	0	.00

APPENDIX O

EXPECTATIONS OF PARENTS

Item	Category
a. Solve my problems with the children	Handling behavior problems
b. Meet new people	Parent socialization
c. Get away from home for awhile	Mental break
d. Prove to others that I am a good parent	Parent socialization
e. Become familiar with community activities for children	Community resources and materials
f. Get away from work for awhile	Mental break
g. Learn the best ways to raise children	Knowledge in child development and education
h. Get new ideas for things to do with my children	Knowledge in child development and education
i. Become familiar with services available for children	Community resources and materials
j. Learn to enjoy parenting more	Parent socialization

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BIOGRAPHICAL SKETCH

Shelton James Davis was born in Gainesville, Florida, in 1951. He attended Allen Quinn Jones Elementary School in Gainesville. In 1973 he received a B.A. in elementary education from the University of Florida. He taught Headstart and worked as a paraprofessional in the Gainesville community. In 1974, he studied at the University of Florida for the Master of Education degree. During this time, he was working as a preschool teacher at Santa Fe Community College Laboratory Center in Gainesville.

Shelton is currently employed by Santa Fe Community College as coordinator of the Little School Laboratory Center and Faculty in Child Development and Education. In that position, parent education has been his major interest. He is married to Naomi Webster and has two daughters Karla, 12, and Dinah, 8.
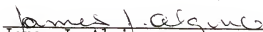
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Athol B. Packer, Chairman
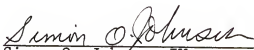Associate Professor, General
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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

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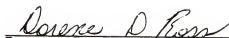   of Education

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

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This dissertation was submitted to the Graduate Faculty of the Division of Curriculum and Instruction in the College of Education and to the Graduate Council, and was accepted for partial fulfillment of the requirements of the degree of Doctor of Education.

December 1983

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